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ABSTRACT

This resource guide provides those teaching the Parenting core course area of the Ohio Work and Family Life Program an overview of the course content, teacher background information, learning activities, and assessment ideas. It has one teaching module for each process competency and each content competency in the Parenting and Process Competency units of the Ohio Competency Analysis Profile (OCAP). These modules appear in this guide in the same order in which the competencies are listed in the OCAP. The learning activities are written from the students' perspective, but teacher notes are included to assist teachers in conducting activities. The four process modules are as follows: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role. The eight content modules cover the following topics: assessing the impact of the parenting role; growing within the parenting role; preparing for parenting; meeting developmental needs; building positive parent-child relationships; using positive guidance; accessing parenting information and support; and sharing nurturing between families and society. Each module consists of these components: module overview, including practical problem, process competency, competency builders, and supporting concepts; teacher background information with rationale, background, and list of references; learning activities; assessment (paper and pencil, classroom experiences, and application to real-life settings); and handouts. (YLB)

ED 386 556

PARENTING RESOURCE GUIDE

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Work and Family Life Program

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Parenting Resource Guide

A Resource for Teaching the Parenting Core Course Area of Ohio's Work and Family Life Program

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CONTENTS

Page Numbers

Preface v

Introduction 1

Process Modules

1. Managing Work and Family Responsibilities 7
2. Solving Personal and Family Problems 21
3. Relating to Others 45
4. Assuming a Leadership Role 65

Content Modules

1. Assessing the Impact of the Parenting Role 93
2. Growing Within the Parenting Role 117
3. Preparing for Parenting 139
4. Meeting Developmental Needs 167
5. Building Positive Parent-Child Relationships 205
6. Using Positive Guidance 229
7. Accessing Parenting Information and Support 259
8. Sharing Nurturing Between Families and Society 287

PREFACE

The mission of Ohio Family and Consumer Sciences programs is to prepare youth and adults for the work of the family. The ultimate aim of Family and Consumer Sciences is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, workplace, community, and world. Our society depends on strong families. Strong families nurture individuals, serve as their first teachers, instill values and standards of behavior, and provide human resources for the work force. Unfortunately, statistics with regard to divorce, teen pregnancy, poverty, and family violence suggest that this important institution is in danger. Ohio Family and Consumer Sciences programs can provide much needed support for individuals by empowering them to take responsibility for the well-being of their families.

The Ohio Work and Family Life Program is based upon what students need to know, to be able to do, and to be like in order to be competent in the work of the family. The curriculum engages students in practical problem solving–including practical reasoning–to clarify personal and family issues, evaluate alternative choices and their consequences, develop criteria and standards for making ethical choices, and take action based on the consequences for self, family, and others. The four process skills listed below, which are essential to competence in the work of the family, are taught in each Work and Family Life course:

Managing Work and Family Responsibilities
Solving Personal and Family Problems
Relating to Others
Assuming a Leadership Role as a Responsible Citizen

There are six core course areas of the Work and Family Life Program that reflect the practical, perennial problems faced by families. The six resource guides listed below provide assistance to teachers in implementing each core course area of the program.

Personal Development (1993 release)
Resource Management (1993 release)
Life Planning (1994 release)
Nutrition and Wellness (1994 release)
Family Relations (1995 release)
Parenting (1995 release)

Ohio's Competency Analysis Profile (OCAP) was developed to identify competencies required for each of the process skills and for each of the six course areas. These competencies were designed to enable learners to reason through practical problems and take action that is best for self and others. This competency list is available from The Ohio State University, Vocational Instructional Materials Laboratory, 1900 Kenny Road, Columbus, Ohio 43210-1016 (614/292-4277).

The *Parenting Resource Guide* reflects the expertise of many individuals, including teachers, curriculum specialists, and Ohio Department of Education staff. In December 1994, a team of teachers and content specialists met to begin developing the modules appearing in this guide. Their commitment to this curriculum project is to be commended. The team members were

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Special recognition is extended to the professionals listed below, who gave willingly of their time, knowledge, and skills in developing the resource guide.

Dr. Sue Coady, Coordinator of Field Work Programs, The Ohio State University, College of Human Ecology, Department of Family Relations and Human Development, wrote background information for most of the content modules.

Dr. Yvonne Gustafson, Parenting Education Consultant, Worthington, wrote background information for several content modules.

Dr. Janet Laster, Associate Professor, The Ohio State University, College of Human Ecology, Department of Home Economics Education, wrote teacher background information for the process modules and critically reviewed many learning activities.

Dr. Gail Henderson, Director of Vocational, Career, and Adult Education, Arlington Public Schools, Arlington, Virginia, reviewed module drafts.

Emily Gibbs, Instructor, Delaware Joint Vocational School, wrote the teacher background information for Process Module 1: Managing Work and Family Responsibilities.

The following teachers in a program planning course at The Ohio State University contributed to the development of the process modules.

Linda Adams, West Holmes High School
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Kathy Kush, Center on Education and Training for Employment, The Ohio State University, provided technical assistance in formatting the resource guide.

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In addition, many Family and Consumer Sciences teachers throughout Ohio reviewed and provided suggestions for the development of modules for this resource guide. Their time and energy, which contributed greatly to the curriculum project, are much appreciated.

INTRODUCTION

The Ohio Work and Family Life Program, a secondary Family and Consumer Sciences program, is based upon what students need to know, be able to do, and be like in order to be competent in the demanding, challenging, and changing work of the family. The curriculum for the program includes the development of the process skills of managing work and family life, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen. The course content is focused on six areas that reflect the practical, perennial problems faced as part of the work of the family. These six areas are

Personal Development
Resource Management
Life Planning
Nutrition and Wellness
Family Relations
Parenting

The *Parenting Resource Guide* provides an overview of the course content, teacher background information, learning activities, and assessment ideas for the Parenting core course area. The guide has one teaching module for each process competency and each content competency in the Parenting and Process Competency Units of the Ohio Competency Analysis Profile (OCAP). The modules appear in the guide in the same order in which the competencies are listed in the OCAP. The learning activities are written from the students' perspective, but teacher notes are included to assist teachers in conducting activities.

An integral part of the curriculum is reasoning through problems by identifying personal and family values, obtaining adequate information for problem solving, and critically evaluating alternative solutions and their consequences for self and others. Once a student has reasoned through and decided on a course of action, the emphasis is on developing the skills necessary to take that action, leading to the significant outcome of responsible behavior in interpersonal, family, school, community, and work settings.

The Parenting core course area focuses on the practical, perennial problem, "What should I do about parenting?" Table 1 illustrates how each module in the resource guide focuses on a specific practical problem related to parenting. The practical problems are posed through case studies and shared experiences, and examined, using critical questions that will lead to ethical decisions and reasoned action.

Table 1
Practical Problems Posed in the Parenting Core Course Area

Practical Problem	Related Content Modules	Practical Problem-Solving Questions Addressed in the Learning Activities
What should I do about becoming a parent?	*Content Module 1:* Assessing the Impact of the Parenting Role	What are the responsibilities of the parenting role? What are the rewards and challenges of parenting? What criteria should be used to determine readiness for parenting?
	Content Module 2: Growing Within the Parenting Role	How does being a parent affect self-formation? What strategies should be used to balance care of self and care of children? What strategies should be used to share parenting roles? What is the relationship between parenting and career choices and goals?
	Content Module 3: Preparing for Parenting	What factors should be considered when preparing for the arrival of a new child in a family? What strategies should be used to care for a newborn? What strategies should be used to maintain good health of mother and baby during prenatal development? What are the legal rights and responsibilities of parents and children?
What should I do about nurturing children?	*Content Module 4:* Meeting Developmental Needs	What are the consequences of meeting and not meeting the developmental needs of children? What factors should be considered when deciding how best to meet the developmental needs of children? What strategies should be used to meet the developmental needs of children?
	Content Module 5: Building Positive Parent-Child Relationships	What are the consequences of the parent-child relationship? What factors influence the relationship between parents and children? What strategies should be used to build positive parent-child relationships?
	Content Module 6: Using Positive Guidance	What criteria should be used to decide which type of guidance to use as a parent? What are the consequences of various parenting styles? Which type of guidance should be used to promote self-discipline, self-esteem, and socially responsible behavior?
What should I do about creating a family/ societal setting for parenting?	*Content Module 7:* Accessing Parenting Information and Support	Why do parents need information and support? What factors affect parenting information, support, and assistance? What criteria should be used to evaluate sources of information and support?
	Content Module 8: Sharing Nurturing Between Families and Society	What is the significance of the interdependent relationship between families and society? What are the consequences of public policies for individuals and families? What strategies can be used to build a society supportive of parenting?

The four process modules in the *Parenting Resource Guide* are intended to be taught at the beginning of the Parenting course. The learning activities in these modules provide an introduction to the roles and responsibilities of parenting: parents as managers, parents as problem solvers, parents as nurturers, and parents as leaders. It is recommended that Process Module 1, Managing Work and Family Responsibilities be taught first in the sequence of modules. The remaining three process modules may be sequenced according to student needs and interests. Table 2 provides an overview of the content and aspects of classroom environment developed as a part of the learning activities in these modules.

Students may have a variety of experience with the process skills, depending on Work and Family Life courses taken previously. Since the process skills involve complex higher order thinking skills, they develop gradually over time. Students may be in varying stages of skill development. Assess students' level of understanding and modify the learning activities to meet students' needs.

Table 2
Overview of Process Modules

Module	Knowledge and Skills	Classroom Environment
Managing Work and Family Responsibilities	Meaning of *family* and *work* The "work" of parenting Importance of learning about parenting Parents as managers	Introduce the four process skills: managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role. Provide an overview of the Parenting course.
Solving Personal and Family Problems	Parenting problems Parents as problem solvers Practical problem-solving process	Begin Reflection Journal project.
Relating to Others	Caring, respectful relationships Parents as nurturers Constructive expression of feelings, ideas, and needs Conflict management	Relate classroom behavior guidelines (classroom rules) to caring and respectful relationships. Create continuum of supportive and constraining parenting behaviors for the classroom. Establish guidelines for interviewing parents to use during interview assignments and panel discussions in class.
Assuming a Leadership Role	Leadership Parents as leaders Cooperation Citizenship Planning process	Establish FHA/HERO cocurricular chapter. Introduce Action Projects.

To enhance meaningful learning about the roles and responsibilities of effective parenting, the learning activities designed for the modules in this course have several common threads.

1. In every module, students are asked to consider a fundamental question about parenting: "What actions can a parent choose that will support the optimum development of children?" Conversely, the students are also given opportunities to consider the opposite question, "What actions can a parent choose that will constrain the development of children?" The concept of supporting or constraining development is introduced in Process Module 3, Relating to Others, through a chart. Create a poster of this chart to display in the Parenting classroom, since these concepts will be further developed throughout the course. Another recommended activity is to create a continuum on a long sheet of paper and place it on the wall around the classroom. With a line drawn horizontally on the paper, students record parent behaviors, choices, or activities that constrain development below the line and those that support development above the line. As students complete the learning activities in each module, add examples to the chart specifically relating to the topic studied. When the semester course is complete, the continuum will be filled with examples.

2. Throughout the course, students should reflect on what parents need to believe and do in order to parent effectively. Discussion questions and journal entries frequently include this question as it relates to the specific topic addressed in each module. For instance, "What does a parent need to believe about discipline or guidance in order to parent effectively?" or "What does a parent need to believe about the development of children in order to parent effectively?" These questions focus on the identification of standards for effective parenting behavior. They are asked in the third person in order to avoid inappropriate self-disclosure. They are also designed as reflection questions, and though they may sometimes be discussed in class, they are more importantly part of individual reflection.

3. The concept of lifelong learning in the parenting role is introduced in Process Module 2, Solving Personal and Family Problems, and developed in subsequent modules throughout the course. Parenting is a process of growth and learning about self and children throughout a lifetime of parenting experiences. Seeing parenting problems and challenges as opportunities to learn and grow helps students take a positive step toward being lifelong learners as parents.

4. The importance of parenting as a shared role between mothers, fathers, family members, care givers outside the family, and society is addressed in many of the learning activities. Though families may take on different configurations at different times during the life of a child, many people can perform parenting roles. As a society, we have the responsibility of providing an environment that supports and nurtures children.

5. Children's literature is a common theme throughout the learning activities. Though there is a specific set of activities for reading to children included in Content Module 4, Meeting Developmental Needs, literacy is such an important issue that activities such as reading a children's book aloud in class or referring to children's literature to learn about a parenting role or responsibility are included in every

module. It may be helpful to contact a children's librarian in the community and discuss suggested children's books relating to each of the topics included in the class. Specific suggestions are also given in the learning activities. A permanent display area in the classroom for children's books would support this theme.

6. Many activities are included in which students seek information about the experience of parents. These interview or panel discussion activities are important because they help students make connections between theoretical knowledge about parenting learned in class and the real-life experiences of those in parenting roles. In addition, these experiences also provide students with an opportunity to compare their own beliefs and ideas about parenting with those of real-life parents. Process Module 3, Relating to Others introduces guidelines for students to use in interviewing parents. Students should seek to interview a variety of parents as they complete assignments throughout the course. At times it may be appropriate to assign the interview task to only a few students, and then to have those students report their findings to the entire class. In addition to interviews, students can also be exposed to the experiences of real-life parents through parent panels in the classroom. Suggestions for helping students organize parent panels include

   a. Be familiar with the parenting styles and communication abilities of parents invited to panels, or use parents referred to the panel by a good character reference. These parents will serve as role models and their experiences and ideas should promote effective parenting. As the course is taught over several years, develop a list of appropriate panel participants.

   b. Select parent panels to reflect the composition of family patterns, ethnic diversity, and socioeconomic groups present in the school community. Include both mothers and fathers, a variety of parent career involvement, various education levels, and parents varying in age and amount of experience.

   c. Involve students in generating questions for panel members. Sample questions are often given in the learning activities, and can be used as a starting point. However, the learning experience will be enriched if students have input into the development of the questions. As a class, review and discuss the appropriateness of the questions developed. If possible, share several of the questions with panel members in advance.

   d. Involve students in creating rules for their behavior during the panel discussion. Consider the feelings and needs of the panel members. Discuss the way the class will handle impromptu questions.

   e. To enrich the students' experience during panel presentations, divide students into listening teams. Each team can listen for information about a particular topic and summarize the information following the discussion. Several specific suggestions for listening teams are given throughout the learning activities.

Because of the nature of the content in this course, it is imperative to actively seek input and involvement of parents and community members regarding curriculum decisions. An active Work and Family Life Program Advisory Committee can be an excellent resource in this capacity. Parents are the first and primary teachers for their children. Therefore, instruction should supplement and support what is learned in the students' homes and families. Specific topics for discussion and learning activities should be selected with an awareness of value systems represented in the community, as well as the cultural and socioeconomic diversity of the student population.

It is also important to consider the family experiences of students in the course and to modify learning activities where necessary. Though appropriate personal reflection is important to meaningful learning, students should not be asked to disclose personal information they are unwilling to share with others. If many of the students in the course come from troubled families, they will need examples of positive interaction to grasp the concept of being a caring parent. Simulated classroom experiences, contact with those in parenting roles, and examples from literature and media sources will contribute to meaningful learning about caring, respectful relationships important to effective parenting.

Instructional time spent on each module will vary during an 18-week course depending on the students' educational needs. Though the learning activities were designed for a semester course, there are more than enough activities for this time period. Activities should be selected or modified to meet student and community needs. Part of the 18-week period can be spent further developing the competencies identified, or addressing other topics as identified by the local program advisory committee.

The materials in these guides, as those in the guides previously published for the Work and Family Life program, were designed specifically for classroom use by teachers. Permission has been granted by both internal and external sources to copy materials for students.

For additional information regarding the philosophy and implementation of the Work and Family Life Program and the format, use, and implementation of each of the six resource guides, please refer to the *Work and Family Life Program Implementation Guide,* available from the Ohio Department of Education, Division of Vocational and Adult Education, Family and Consumer Sciences, 65 S. Front Street, Room 909, Columbus, Ohio 43215-4183 (614/466-3046.)

Managing Work and Family Responsibilities

PROCESS MODULE 1

Module Overview

Practical Problem: What should I do regarding managing work and family responsibilities?

Process Competency **0.0.1:** Manage work and family responsibilities for the well-being of self and others

Competency Builders:

0.0.1.1 Explore the meaning of work and the meaning of family
0.0.1.2 Compare how work life is affected by families and how families are affected by work life**
0.0.1.3 Identify management strategies for balancing work and family roles*

*These competency builders are further developed in Content Module 2: Growing within the Parenting Role.

Supporting Concepts:

1. The meaning of family
2. The meaning of parenting
3. Parents as manager

Teacher Note: Since the four process competencies of managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role represent skills essential to effective parenting, the four process modules introducing these skills should be taught at the beginning of the Parenting course. It is recommended that the Managing Work and Family Responsibilities process module be taught first in the sequence of the four process modules. The remaining three can be sequenced as appropriate to specific classroom settings.

Since the content of the process competencies remains relatively unchanged over the six core course areas of the Work and Family Life program, the teacher background information is the same as that printed in previous guides. The learning activities, however, have been designed specifically for this course area and complement the content modules found in the rest of the guide.

Teacher Background Information

Rationale

Society depends on two constants for its survival: family systems and work (Felstehausen & Schultz, 1991). Though these two systems have always been interconnected in numerous ways, the nature of each system and the way in which they harmonize and conflict have changed greatly in the last few decades. Increasing numbers of single-parent and dual-income families, changes in work and family roles, differences between employer and family expectations, and changes in lifestyles have created new perspectives on the relationship between work and family life. The problem of competing work and family demands is an issue not only for family members but for the economy as well. Society cannot be optimally productive unless the needs of employer and employees are accommodated.

A resolution passed by the American Vocational Association in 1992 recognized the family as the first teacher and the first setting in which children learn about work: "The labor force is produced and affected by families and there is a relationship between family functioning and work productivity." The resolution urges that there be recognition of the value of a strong family unit and the contribution it makes to the work force and economy. It further states that the curriculum of all vocational education programs should include appreciation for the interrelationship of family and work.

With an understanding of work and family roles, students will be better prepared to make informed choices regarding their future career and family development. Before making career decisions, students should think about the impact of their career choice on their future family. Increased knowledge of the interconnectedness of work and family will enable students to increase their productivity, thereby strengthening the nation's economy and encouraging business, industry, and government policies to enhance the well-being of families. An appreciation of the important balance between work and family systems can enrich family life and contribute to success in the world of work, and most importantly, allow individuals to lead happier, more satisfying lives.

Background

Though the word *work* is often associated with paid employment outside the home, it is used in contexts that imply a wide variety of meanings. These meanings can be classified into two groups:

1. *Work* may refer to a product, such as a good, service, thing, or idea that results from human effort and has economic, social, and/or personal value to individuals, families, or society.

2. *Work* may also be a process, or the human action or activity itself. This kind of work refers to deliberate action directed toward accomplishing a particular goal.

In either context, work can be a source of personal satisfaction—a place to go to interact with other people, a way to enhance personal development, or a means of earning money to buy things. In fact, the activities that happen in a family may be considered "work." The work of the family can include nurturing other family members, creating or obtaining resources for use by family members, or creating and maintaining a living space for the family.

Students are workers, whether they are employed or not. School and extracurricular activities involve as many of the same responsibilities, time commitments, and conflicts with personal and family life as paid employment. Adolescents are also engaged in the work of the family, with increasing responsibility for family resources and the care of other family members as they make strides toward their own independence.

Each day, more American families join the ranks of the dual-worker or single-parent family. This trend, as evidenced by the statistics below, contributes to the complexity of balancing work and family responsibilities.

- Less than ten percent of American families fit the traditional model represented by two parents, a wage-earning husband, and a homemaker wife.*
- Among two-parent families, nearly 80 percent are classified as dual-earner.*
- Since 1960, the number of mothers with children under the age of five working outside the home has increased from 15 percent to over 60 percent.
- In 1990, 57.5 percent of women over age 16 participated in the labor force.
- Between 80 and 85 percent of all the children in America will be growing up in the homes of working mothers.

Work does not exist in a vacuum, nor do individuals and families (Jorgensen & Henderson, 1990). Families do affect the workplace. According to a 1985 Boston University study, nearly one half of the employees interviewed associated depression at work with the strain of holding a job and raising a family at the same time. Workers who experience basically stable home environments with minimum frustrations are generally more dependable, productive workers. Basic skills and abilities learned at home are carried over into the work world. The workplace, in turn, affects families. Direct results of employment, such as income, economic benefits, and job satisfaction, clearly affect family life.

Balancing life to include an equitable distribution of time and energy for career, relationships, and self is often a difficult task. Women who work outside the home still assume the major responsibility for the home and family (Couch, 1989). Men are struggling to grow more comfortable with shared family life. Just as women should not be denied the opportunity for a self-fulfilling, challenging career, men should not be deprived of fatherhood and a life apart from their careers.

The most common stressors involved in balancing work and family responsibilities are overload and interference (Voyandoff & Kelly, 1984). Overload is experienced when the number of responsibilities for one or more roles is greater than the individual can handle adequately or comfortably. Interference exists when responsibilities conflict and individuals are required to do two things at the same time. Family-related demands such as large family size, conflicts within the family, low spousal support, managing household tasks, finding quality day care, and managing time, stress, and energy are all related to conflict situations in balancing work and family life (Felstehausen, Glosson, & Couch, 1986; Greenhaus & Beutell, 1985). Family changes such as divorce, death, new relationships, and increased expenses are also associated with work and family conflicts (Voyandoff & Kelly, 1984).

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*These statistics have been updated from previous resource guides.

The way in which families balance work and family life varies from one family to the next. The balance depends on the family's values and goals. To help achieve a healthy balance between work and family life, families need to learn to develop strategies for time management, high-quality family communication, stress management, delegation and prioritization of family work, and support systems (Jorgensen & Henderson, 1990). Flexible occupations and work hours, careful timing of family role demands, mutual support, understanding, consideration, and cooperation are also strategies for helping to alleviate conflicts between work and family life (Gupta & Jenkins, 1985).

Developing a balance between work and family is an important life task. Essential are strategies for managing time, energy, and money. The degree of success in creating this balance contributes to the happiness and well-being of today's family and leads to increased productivity and job satisfaction in the workplace.

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Learning Activities

1. The meaning of family

a. Create a display of pictures illustrating families (include families representing a variety of cultures, family forms, and family life cycle stages). Play music related to families, such as "We Are Family" by Sister Sledge. Post the words to these songs in the classroom. In groups of three, assign one of the roles listed below to each group member and list ten characteristics that describe strong families. For each characteristic, identify an example of a behavior or action that illustrates that family characteristic. Create a poster illustrating the ten characteristics and sample behaviors you have identified. Display the posters in class and note similarities and differences in the characteristics chosen by each group.

(1) Leader: keeps group members on task and helps group reach consensus on ten characteristics
(2) Recorder: records characteristics and behaviors or actions identified by the group
(3) Organizer: gathers materials for poster and coordinates all group members in completing the poster

Discussion Questions

- *Which characteristics are most important to strong families? Why?*
- *What happens when families do not have these characteristics?*
- *How can families develop these characteristics?*
- *Who is responsible for building strong families?*

Teacher Note: The above activity might be a review for those students who have previously taken Work and Family Life courses. Place these students in groups with other students who have not taken Work and Family Life courses. If very few students have previous experience with the concept of strong families, begin discussion by asking students to identify strong families from television programs they watch. Give a few examples of characteristics of these families: loving, respectful of family members, able to solve problems, committed to each other, and able to deal with stress and resolve conflict. Then ask students to add more characteristics in their small groups as they continue the learning activity. The following activity reinforces this concept and provides an overview of the characteristics of strong families.

b. View the overhead transparency **Six Secrets of Strong Families** (p. 16). Compare the information about aspects of strong families identified on the transparency to the characteristics and behaviors identified on your poster. Explain why strong families are important to individuals and to society.

c. In small groups, list reasons why learning about parenting is important to building strong families. Share your list of reasons with the class. Read **Effective Parents Build Strong Families and Safe Communities** (p. 17) and note any additional reasons for parenting education that are not on your list.

Discussion Questions
- *How do parents influence the development of strong families?*
- *Why is parent education important to you? Your future family? Our society?*
- *What skills and knowledge do you hope to learn in Parenting class that will help you build strong families in the future?*

d. **FHA/HERO:** Design an informational display for a local library, community center, or shopping mall about the value of parenting education for high school students.

2. The meaning of parenting

a. On an index card, write a few short sentences in response to the question, "What is parenting?" Design a bulletin board around the question, and post the index cards and responses of class members on the bulletin board. Read the definitions of parenting listed below and add them to the bulletin board. Note similarities and differences between the definitions and responses on the cards.

(1) Parenting is positive action to ensure that children have the best possible development and future.
(2) Parenting is the assumption of responsibility for the child's well-being.
(3) Parenting is a process involving interaction between a parent and a child.

b. Read the examples below and discuss the different kinds of situations in which people assume the role of parent.

(1) Sherry and David are newly married. Together they have four children from previous marriages.
(2) Peggy is a single parent who works hard to support her three children on her own.
(3) Joellen, a 32-year-old single woman, decided to adopt a handicapped child, even though she is not married. She works full-time while her son attends a program for special-needs children during the day.
(4) When Edna's son Frank lost his job, he and his wife and three children temporarily moved in with Edna.
(5) Bob is divorced and has custody of his two sons. His sister and mother share his apartment and help take care of the children.
(6) Wanda had her first child at age 17. She is unmarried and continues to live at home with her parents, who help her care for the child while she finishes high school.

Discussion Questions
- *What do all these situations have in common?*
- *Who is usually considered a parent?*
- *Can anyone assume the role of a parent?*

c. Read **Process Skills for Effective Parenting** (p. 18). Use resources to define the word *role*, and explain how each of the process skills represents a role that parents play. In four groups, select one of the four roles important to effective parenting, and make a life-size silhouette from paper. Label the silhouette with your chosen role and list examples of responsibilities parents have with regard to that role. Display the silhouettes in class.

Discussion Questions
- *Which of these roles is easiest to fulfill? Most difficult? Why?*
- *What happens when parents do not fulfill their responsibilities with regard to each of these roles?*
- *What skills would a parent need to have in order to carry out these responsibilities? What values?*

Teacher Note: Explain to students the connection between these four roles and the first four modules of study in the Parenting class. Return to the silhouettes as each module is addressed in class, and add other responsibilities as students gain an understanding of each process skill.

d. **Action Project:** Shadow a parent as he or she performs the responsibilities of parenting. Identify tasks performed and classify each task according to parenting roles related to process skills: manager, problem solver, nurturer, and leader. Create a visual representation of your findings such as a videotape, poster, or photographic display.

3. Parents as managers

a. On the chalkboard, create several columns, each labeled with a different place in which people work, such as those listed below. Using a dictionary, read the definition of *work*, and list examples of specific work tasks that are related to each column on the chalkboard. Star those examples that might specifically be done by parents.

(1) Family
(2) Job site or workplace
(3) School
(4) Community

Discussion Questions

- *Why is work important in our lives? The lives of parents?*
- *What types of work do you do now? Will you do in the future?*
- *What is the most important work that parents do?*
- *What types of work can parents do that will contribute to the well-being of themselves and their children?*

b. Interview a parent to determine specific work tasks related to parenting that must be managed on a daily basis. Compile your findings as a class to develop a 24-hour circle of "A Typical Day of Parenting Tasks." The tasks you identify may include some of those listed below. List the consequences of having to juggle many of these tasks at the same time.

(1) Getting children up in the morning and dressed for the day
(2) Preparing meals and snacks for children
(3) Planning for meals and purchasing food
(4) Keeping living spaces clean
(5) Playing with or reading to children
(6) Helping children with homework
(7) Purchasing clothing and other necessities
(8) Talking with and listening to children
(9) Resolving conflicts and dealing with crises
(10) Planning and joining in family activities that include children
(11) Caring for a newborn and an older child

Discussion Questions

- *Why are management skills important to parents?*
- *How can parents manage the numerous tasks associated with meeting the needs of children?*
- *What happens when parents do not have sufficient management skills to balance their roles and responsibilities?*

c. Complete **Parents as Managers** (p.19).

Discussion Questions

- *How does managing resources effectively help parents meet the needs of children?*
- *Which resources are most important to parents?*
- *What management skills do you possess? Which would you need to develop in order to be an effective parent?*

d. **Action Project:** Choose one of the following management topics and design a brochure, poster, or presentation describing how that management skill can be used by parents. Present your project to the class.

(1) Basic Budgeting
(2) Time Management Techniques for Parents
(3) Planning Shared Responsibilities in Families
(4) Community Resources for Parents
(5) Smart Shopping

Assessment

Paper and Pencil

1. Write a paragraph describing the meaning of family and the importance of building strong families.

2. List the four process skills and explain how each process skill represents a role important to effective parenting.

Classroom Experiences

1. In small groups, create a poster that illustrates ten characteristics important to strong families and sample behaviors or actions families demonstrate that reflect those characteristics. Display your poster in the classroom.

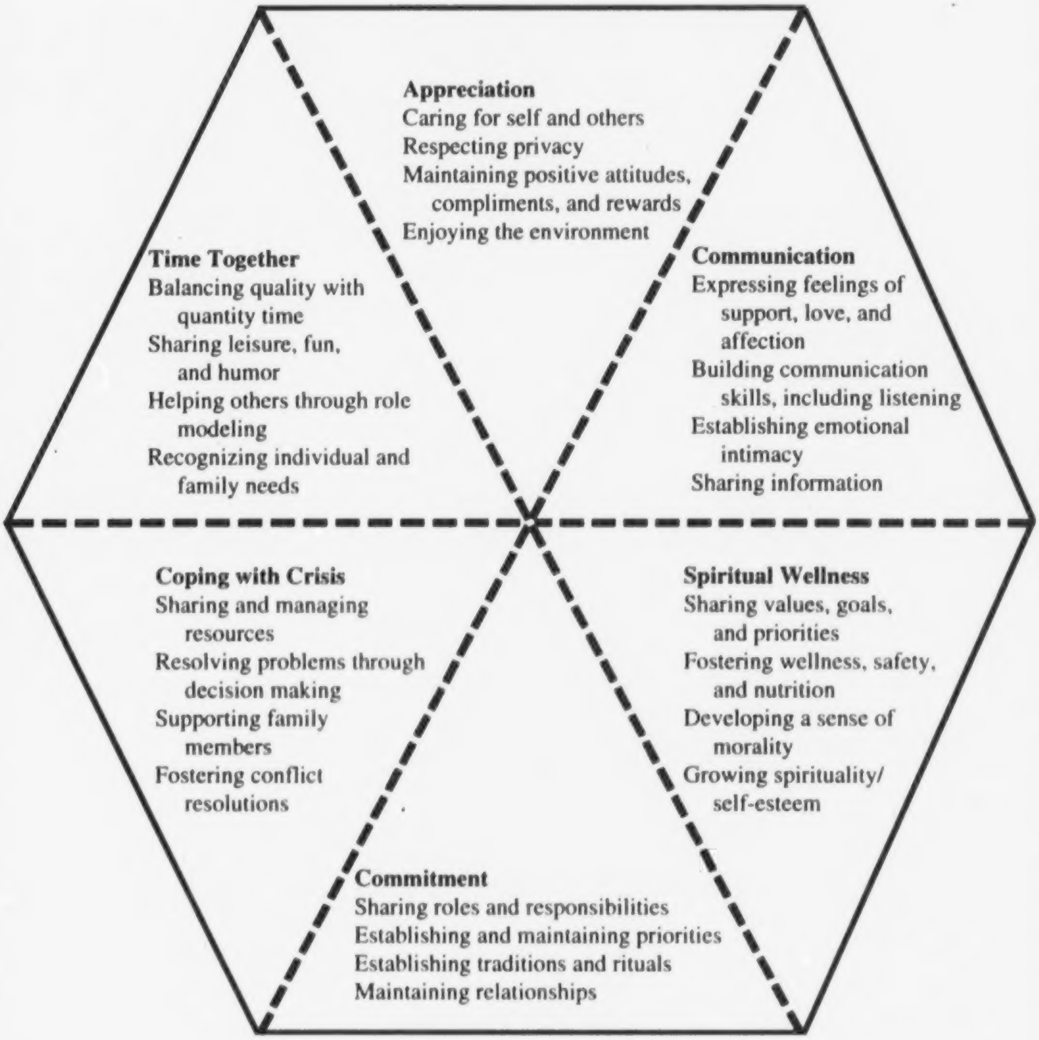
2. In small groups, select a role important to effective parenting and make a life-size silhouette from paper. Label the silhouette with your chosen role and list examples of responsibilities parents have with regard to that role. Display the silhouettes in class.

Application to Real-life Settings

1. Shadow a parent as he or she performs the responsibilities of parenting. Identify tasks performed and classify each task according to parenting roles related to process skills: manager, problem solver, nurturer, and leader. Create a visual representation of your findings such as a videotape, poster, or photographic display.

2. Choose a management topic and design a brochure, poster, or presentation describing how that management skill can be used by parents. Present your project to the class.

Six Secrets of Strong Families



Appreciation
Caring for self and others
Respecting privacy
Maintaining positive attitudes, compliments, and rewards
Enjoying the environment

Time Together
Balancing quality with quantity time
Sharing leisure, fun, and humor
Helping others through role modeling
Recognizing individual and family needs

Communication
Expressing feelings of support, love, and affection
Building communication skills, including listening
Establishing emotional intimacy
Sharing information

Coping with Crisis
Sharing and managing resources
Resolving problems through decision making
Supporting family members
Fostering conflict resolutions

Spiritual Wellness
Sharing values, goals, and priorities
Fostering wellness, safety, and nutrition
Developing a sense of morality
Growing spirituality/ self-esteem

Commitment
Sharing roles and responsibilities
Establishing and maintaining priorities
Establishing traditions and rituals
Maintaining relationships

Source: Dr. Nickolas Stinnett, University of Alabama, and Dr. John DeFrain, University of Nebraska.

Effective Parents Build Strong Families and Safe Communities

Parents are the first and primary teachers of their children. They are the most influential force in their children's lives, shaping their attitudes, beliefs, and actions. Through parenting, parents build family strengths that are essential to family and community well-being.

Educating parents and youth—the next generation's parents—is necessary for today's families. Parents will be more knowledgeable and realistic about their expectations in nurturing their children's growth and development. Youth will be better prepared to become parents.

Parenting education . . .

prepares individuals for roles and responsibilities as parents. *Many parents wish they had additional training in parenting skills prior to becoming a parent.*

promotes family stability and commitment. *The family unit is strengthened as family members learn how to spend quality time together, solve problems, communicate, have fun, and express appreciation for one another.*

discourages abuse and violence. *By becoming more realistic in expectations of children and by learning and practicing skills in communication, conflict resolution, and positive discipline, families will use more peaceful ways of resolving conflict.*

leads to safer communities. *As families increase their use of problem-solving and conflict resolution skills, there should be less violence in the streets.*

youth and adults need to be prepared for the ever-changing and challenging roles and responsibilities of parenting. *Stronger families and safer communities will be the results of parenting education.*

Excerpted from materials developed by the Ohio Home Economics Legislative Coalition, 1994.

Process Skills for Effective Parenting

Effective parenting means fulfilling several roles and the responsibilities related to those roles. The process skills of the Work and Family Life Program represent four roles important to effective parenting.

✱

Parents as *Managers*

Effective parents are able to manage a wide variety of resources to meet the needs of children. These include resources such as time, energy, money, and personal skills.

✱

Parents as *Problem Solvers*

All parents confront problems related to raising children. Effective parents are able to resolve problems in ways that are best for themselves, their children, their families, and their communities.

✱

Parents as *Nurturers*

Effective parents nurture children in caring ways. They use positive strategies to communicate feelings and thoughts and build caring, respectful relationships.

✱

Parents as *Leaders*

Effective parents use leadership skills in families and communities to promote the well-being of others. Shared leadership can help family members work together to achieve common goals.

26

Parents as Managers

Juggling the many tasks associated with parenting requires skill in management. The purpose of management is to use resources to bring about results. Resources are those things parents can use to achieve their goals. Examples of resources include:

Personal resources: knowledge, skills, values, self-esteem, creativity, time, energy, friends, and family
Environmental resources: natural gas, water, air, plants, minerals, and oil
Material resources: money, equipment, and supplies
Community resources: businesses, industries, government agencies, and schools

All parents have resources. The management process involves deciding how to use these resources to reach goals. Read the situations below and determine how each situation represents or does not represent an example of good management. Answer the questions below for each case study. Following your review of the situations, make a list of the characteristics of good management.

- *Which types of resources are most important in this situation? Least important? Why?*
- *What are the consequences of this situation?*
- *Would you make different management choices in the same situation? Why or why not?*

1. Sid's daughter is having trouble with math in school. When Sid meets with the teacher for a conference, Sid is very nervous. He did not do well in school and feels uncomfortable even visiting the classroom. The teacher suggests several things for Sid to do to help his daughter: setting up a time for doing homework in the evening, making sure his daughter has a quiet place to do homework, and possibly hiring a tutor. Sid follows the teachers' suggestions, including putting aside some money each week to hire the tutor for two hours.

2. Jane and Paul have three children, ages 12, 14, and 16. Since they both work, their time with their children is limited. Jane has negotiated a flexible work schedule with her employer so that she can arrive at work at 6:30 a.m. and be home when her children are finished with school at 3:30 p.m. Paul's work schedule allows him to eat breakfast and take the children to school in the mornings. They also make an effort to eat dinner together as a family two or three nights a week, working around the children's schedule of organization meetings and athletic practices.

3. Doris is having trouble getting her family's budget under control. Each month she can barely afford to pay the minimum payment on her credit cards. She enjoys giving her children the things they want and she feels she earns a good salary. It is hard for her to say no to her children's requests for new clothes, videotapes, or other things they would like to have, so she uses credit cards to get what they want when they want it.

4. Eva has a full-time job that is very demanding. As a single parent, she was concerned about the amount of time her children were spending in the day care center. She contacted two other families with working parents in her neighborhood and together they hired a child care provider that would care for all the children in Eva's home. This service would be too expensive for Eva to afford individually; through shared expenses her children have playmates their own age and can come home after school instead of going to a day care center.

Solving Personal and Family Problems

PROCESS MODULE 2

Module Overview

Practical Problem: What should I do regarding solving personal and family problems?

Process Competency: **0.0.2:** Apply problem-solving process to personal and family problems for well-being of self and others

Competency Builders:

0.0.2.1 Clarify personal and family issues
0.0.2.2 Identify adequate, reliable information and resources for personal and family problem solving
0.0.2.3 Create alternative choices for solving problems
0.0.2.4 Evaluate potential consequences of alternative choices
0.0.2.5 Use criteria and standards to make ethical decisions
0.0.2.6 Evaluate outcomes

Supporting Concepts:

1. Personal and family issues
2. Practical problem solving
3. Evaluation of outcomes

Teacher Note: Since the four process competencies of managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role represent skills essential to effective parenting, the four process modules introducing these skills should be taught at the beginning of the Parenting course. This module introduces the concept of problem solving and establishes the Reflection Journal project that will be used throughout the course.

Since the content of the process competencies remains relatively unchanged over the six core course areas of the Work and Family Life program, the teacher background information is the same as that printed in previous guides. The learning activities, however, have been designed specifically for this course area and complement the content modules found in the rest of the guide.

Solving Personal and Family Problems

PROCESS MODULE 2

Teacher Background Information

Rationale

The quality of work and family life depends on the ability to solve practical problems. These practical problems are complex, each with a varying context, requiring reasoning about what is best to believe and do in changing contextual conditions. Unfortunately, there is evidence (Perkins, 1985; Laster, 1987) to indicate that both youth and adults do not reason well to answer everyday what-to-do questions–especially problems involving actions that will affect the well-being of others. Perkins (1987) found that normal education at the high school, college, and graduate school levels had only a slight impact on everyday informal reasoning skills. In fact, with the exception of Family and Consumer Sciences, educational programs do little to develop the value reasoning skills needed to solve these human survival and family life problems.

All educators are responsible for helping students prepare for their future by developing the critical and creative thinking skills involved in solving problems. Deep, elaborative, and constructive thinking is required for learners to have meaningful learnings that can be remembered and used later. Since half of the information in any field is estimated to become outdated in six years, "students will be better equipped for the future if they are good thinkers rather than good memorizers of a fixed body of knowledge" (Willis, 1992, p. 1). Employers' competitive edge is increasingly dependent on their employees' basic thinking skills, and "workers are being challenged as never before" since they often lack the needed learning, creative thinking, and problem-solving skills (Carnevale et al., 1990).

As problems become more complex and lead to farther reaching moral consequences, individuals need help in developing their moral reasoning abilities. Individual and family issues as well as many of the significant problems facing society today have complex moral dimensions. Issues such as family violence, meaningful education, quality environment, care of the young and elderly, declining moral and ethical behavior, increasing self-centeredness, and declining civic responsibility require practical, moral reasoning at family, community, and global levels. Such reasoning is necessary because the contexts of these problems are constantly changing: the global environment, people and their developmental stage, relationships between people, and value priorities.

Recent developments in cognitive psychology and home economics have led to the conclusion that thinking and learning skills can be modified. Practical intelligence, a set of learning and thinking skills needed for solving everyday problems, can be developed when adolescents are missing essential cognitive processes. Both Martin (1988) and Vulgamore (1991) were able to significantly increase their students' level of decision making by offering formal instructional activities. These findings suggest the need to formally help students develop practical problem-solving skills, including decision-making and critical-thinking processes.

Table 1
Thinking Processes Used in Work and Family Life Problems

Practical Problem Solving	**Scientific Problem Solving**	**Decision Making**	**Planning Process**
[Uses practical reasoning to answer a practical or value question concerning what to believe and do, deciding what action is **best** to take. Considers the questions: *what to do, what should be done, or what ought to be done?*]	[Uses scientific reasoning to answer theoretical or technical questions: *What is, what controls, what factors, why, how does . . . ?*]	[Uses technical steps to decide how to answer the *What to do* question: reasoning is assumed and not encouraged.]	[Uses technical steps as management tool to select, carry out, and manage projects.]
1. Analyze the situation and identity the real problem.	1. Define the problem.	1. Identify the decision to be made: Examine the goals and constraints of the situation.	1. Identify concerns.
2. Seek and evaluate information. • Contextual factors • Values and goals • Alternative actions —Technical action — Interpretive action — Empowering or emancipatory action • Consequences of actions	2. Collect information about the problem • Theories • Previous research	2. List the alternatives.	2. Set a goal.
3. Evaluate actions and potential consequences, using values and goals (especially ethical and moral value standards) and contextual factors as criteria.	3. Form a hypothesis.	3. Consider the risks.	3. Form a plan of action • Who • How • What • Why • When • Where
4. Draw conclusions and select the best action(s) based on • Values and goals —Moral and ethical —Feasible in context —Values of others involved • Facts • Imagined possibilities	4. Experiment to test the hypothesis.	4. Weigh the alternatives, e.g., as by listing advantages and disadvantages.	4. Act.
5. Take action.	5. Observe and record data from the experiment.	5. Select an alternative.	5. Follow up: Evaluate.
6. Reflect on decision and evaluate action.	6. Draw conclusions based entirely on facts observed in the experiment.	6. Accept responsibility.	

Solving Personal and Family Problems

PROCESS MODULE 2

Background

Fulfilling work and family roles involves solving both scientific and practical problems and using a variety of thinking processes to solve those problems, as illustrated in Table 1. Solving both scientific and practical problems requires reasoning: reaching conclusions, inductively or deductively, from knowledge. However, scientific and practical problem-solving processes differ in the types of knowledge needed to solve the problem.

Scientific problems, such as *what is, why,* and *how* questions, require scientific reasoning in which conclusions are reached from factual knowledge and inferences gained through observations. Practical problems, on the other hand, involve value questions that require rational and moral judgments, affecting people and their well-being. Thus both factual knowledge and value knowledge are used to solve practical problems.

Practical problem solving, as identified in Table 1, is the process used to decide what is best to do when faced with a practical problem. An important component of this process is practical reasoning. Practical reasoning is the part of the practical problem-solving process required for coming to the best conclusion about what to do. Practical reasoning involves high-level thinking and deep, elaborative information processing, including both critical and creative thinking skills. Critical thinking skills such as assessing information accurately, judging the viability of alternatives, and making a decision, are important to this process. In addition, creative thinking skills such as imagining consequences, conceptualizing alternatives, and empathizing with others are important to practical reasoning.

Work and family life problems have consequences that may benefit or harm people, and therefore involve moral consequences. Because complex problems often involve many values, people frequently experience value conflicts when trying to decide between alternative actions or choices. A major component of practical reasoning is value reasoning. Value reasoning means reaching conclusions, inductively or deductively, from values or value principles. Value reasoning involves clarifying the values held by those involved in a particular problem situation, but goes beyond values clarification to consider the consequences of values and evaluate and consciously select the values that should guide actions. Fundamentally, value reasoning distinguishes practical problem solving from scientific problem solving, traditional decision making, and planning processes (See Table 1).

Practical reasoning involves determining an action or actions that have the best reasons for choosing that particular action. The best reasons are (1) reliable, truthful, relevant, and adequate supporting facts and (2) morally defensible value claims. Morally defensible value claims are reasons that show concern that the consequences of the action benefit all who are or will be affected by the act (Coombs, 1971).

For example, possible actions and their potential consequences are evaluated, using these values or value principles as criteria to decide what ought to be. Therefore, good practical reasoning involves weighing alternative courses of action and determining which course of action (1) is based on reliable, relevant, and adequate reasons, and (2) fulfills the moral value principle of best consequence–actions that benefit, not harm, all who are (or will be) affected with both short-term and long-term effects–to the highest degree possible within the bounds of morality (Coombs, 1971).

Solving Personal and Family Problems

The planning process used in the FHA/HERO program is a management tool to guide an individual or group in selecting and carrying out projects to fit their needs and concerns. It is not a reasoning tool. Practical reasoning, as compared to the planning process in Table 1, is the most appropriate reasoning process for (1) deciding which problem or concern should be selected for action; (2) deciding which goals to set; (3) deciding who, what, when, and where the activity should take place; and (4) evaluating the success of the activity, using value standards or criteria selected as part of the goal. Practical reasoning will need to be used repeatedly in forming the plan. Encouraging students to collaboratively decide on the values they will use to decide among alternative actions or to create an action is the key to good practical reasoning.

When using the practical problem-solving process, "good thinkers" demonstrate specific behaviors. "Good thinkers"

1. Are complex thinkers
    - Open to multiple possibilities and alternatives
    - Consider alternative viewpoints
    - Use and search for evidence to support and refute alternative viewpoints
    - Anticipate and evaluate consequences of actions
    - Evaluate alternative actions with a variety of criteria or value standards
2. Are reflective and deliberate, searching extensively when appropriate
3. Believe in being rational
4. Believe thinking can be effective
5. Use intellectual standards and criteria for assessing their thinking and the thinking of others
6. Are ethical and moral thinkers
    - Morally aware–sensitive to ethical and unethical beliefs and actions and their consequences in everyday life
    - Concerned about the interests of others rather than only their own interests

Practical reasoning is a process that is needed daily in our everyday lives to make the best decisions for all affected. Individuals develop their practical reasoning abilities through individual, family, class, and organizational practical problem solving. As problems become more complex and lead to farther-reaching consequences, individuals need help in developing their reasoning abilities and practical reasoning skills in larger and more complex groups.

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Solving Personal and Family Problems

Learning Activities

1. Personal and family issues

a. In small groups, choose one of the ages of children listed below, and use a large sheet of paper to list problems parents with children that age might experience. Post your list in the classroom and compare your list of problems to those listed by other groups. Place a star beside those problems you would consider to be everyday problems of parenting. Circle those problems related to crisis situations. Underline those problems that are different than problems faced by people who were parents 50 years ago. Read **Parents as Problem Solvers** (p. 34) and identify the parenting problems on the lists that reflect the characteristics of practical problems.

(1) Infants and toddlers
(2) Preschoolers
(3) School age children
(4) Teenagers
(5) Adult children

Discussion Questions

- *How often do parents face problems?*
- *Who is responsible for solving these parenting problems?*
- *What circumstances might influence how a parent would choose to solve these problems?*
- *What skills do parents need to solve practical problems?*

Teacher Note: Relate this activity back to the silhouette entitled "Parents as Problem Solvers" developed in Activity 2c of Process Module 1: Managing Work and Family Responsibilities.

b. List ways that people go about solving problems, such as following habit or tradition, doing what others have done, being impulsive, or using reasoning. Read the situations below and describe how the parent in each situation has gone about solving the problem. Then read **How Should We Solve Parenting Problems?** (p. 35). Identify the consequences of using reasoning and nonreasoning to solve practical parenting problems.

(1) Carol and Dave were married right after their high school graduation. Dave has a job and wants to get an associate degree in Accounting. They are on a limited budget, and they plan to spend everything they have saved toward Dave's college expenses. Even though Dave has admitted to Carol that he is

not sure he is mature enough to raise a child, Carol is excited about having a child as soon as possible. That way the baby will "grow up" with them. Her parents had their children when they were very young and it worked for them, so the time must certainly be right for her and Dave.

(2) Ten-month-old Tyrone is chewing on everything! He even chews on his crib and the dog's toys. Tyrone's mother, Betty has a friend next door who also has a toddler. Her baby never seems to chew on things like Tyrone. Betty notices that her friend slaps her baby's hands whenever he puts something in his mouth that he should not have. Betty decides that since that approach seems to work for her friend, she should give it a try.

(3) Greg and Betty are the parents of two school-age children. Both have full-time jobs. When their youngest son becomes ill with chicken pox, Greg and Betty are concerned. This will mean about 10 days out of school for their son, and their daughter will most likely get them soon, since they are so contagious. Neither Greg nor Betty feels that they will be able to miss work for more than a few days. Together Greg and Betty check out several services they have heard of that offer care for sick children. One service that comes highly recommended by their pediatrician will send a nurse to care for sick children in your home. Greg and Betty cannot afford this service every day, but would be able to afford one or two days a week. Checking their work schedules carefully and looking at the number of sick days available to them through their employers, Greg and Betty decide to alternate taking days off work with using the nursing service. This solution will allow them both to keep up at work and will save money over the option of hiring a nurse to come in on a daily basis.

(4) Alan is ten and a member of the Little League Baseball team. He needs a new pair of tennis shoes and, while out shopping with his mother, he sees a pair he would like that cost $72.00. When he shows his mother the shoes, she is furious. The shoes are far too expensive for her family's budget. She is so angry that she takes Alan home at once, without buying any shoes.

Discussion Questions

- *Which of these problem-solving methods is best for solving practical parenting problems?*
- *What is a good decision? A poor decision?*
- *Why is it important for parents to learn how to make good decisions?*
- *Is it possible to use reasoning and make a poor choice? Why or why not?*

c. Write a one- or two-sentence reaction to the statement, "Parenting problems should be seen as an opportunity to learn and grow." Share your reactions with the class and discuss how a parent's attitude toward parenting problems will influence the type of parent that person chooses to be.

d. Read the syllabus for your Parenting class and identify practical parenting problems that will be addressed in the course. Explain why it is important to learn information about and identify strategies for resolving these various problems.

2. Practical problem solving

a. As a class, list possible steps involved in solving practical problems. Use the information you learned about reasoning from **How Should We Solve Parenting Problems?** (p. 35), learnings from other Work and Family Life courses or other school courses, or your own experience in solving problems. Organize the steps in the order in which you would use them. Compare the steps you have developed with those outlined on **REASON Through Practical Parenting Problems** (p. 36). Compare and contrast the steps you developed with those illustrated in the REASON model.

Discussion Questions

- *Why is each step of the REASON model important to solving practical parenting problems?*
- *What are the advantages of using this process? The disadvantages?*
- *What skills will you need as a future parent to use this process effectively?*

Teacher Note: Students may have a variety of experience with the practical problem-solving process, depending on the Work and Family Life courses taken prior to Parenting. The above activity can be modified depending on these variations in experience. If students are very familiar with the process, discuss the need to use it with practical parenting problems. A think sheet for parenting problems is provided and introduced in the next learning activity. This think sheet outlines the same REASON model used on think sheets in previous resource guides, and those think sheets, or one of local design, may be substituted if preferred.

b. Watch a teacher demonstrate how to use the practical problem-solving process by reasoning through the practical problem below. As the teacher demonstrates the process, complete a **Practical Parenting Problems Think Sheet** (p. 37) that includes information that a parent might need to make a decision about this problem. Explain the characteristics of the teacher's problem solving that indicate he or she used reasoning when solving this particular problem.

(1) Juanita has just learned that she and her husband are expecting their first child. Juanita is very excited and is anxious to do everything to ensure that she has a healthy baby. There is just one problem that she can't seem to resolve. Juanita started smoking cigarettes about four years ago. All her friends smoke and have assured her that they smoked while pregnant and their smoking had no noticeable effect on their children. Juanita's husband does not smoke and has asked her to quit while she is pregnant. Her doctor also has advised her to stop smoking, citing the health problems it could cause for her and her unborn child. Juanita really likes smoking and is afraid she won't be able to quit. After all, she has heard you gain a lot of weight when you quit, and she doesn't want to gain any more than she has to with the pregnancy. What should Juanita do?

Teacher Note: The following activity is designed to build skills in solving practical problems based on the individual needs of students. Choose topics for the learning centers so that students can learn unfamiliar skills or review information learned in previous Work and Family Life courses. The learning centers may also be designed for use during the content modules later in the course. For instance, when discussing readiness for parenthood, students may be asked to focus on the learning center about providing good reasons for parenting choices, or the handout about this skill could be used as part of the learning activities for that content module. Relating the problem-solving skills to the content in this way reinforces the importance of parents as problem solvers.

c. **FHA/HERO:** Organize a "Parents as Problem Solvers" learning center activity for your chapter to develop problem-solving skills. In small groups, choose one of the problem-solving skills listed below and use the accompanying handout to design a learning center about that particular skill. When the learning centers are ready, invite chapter members to visit each center, review the information, and do the suggested activities. Provide a reward such as a certificate or a prize for chapter members who complete the learning activities at each center.

(1) **Factual Information for Solving Parenting Problems** (p. 38)
(2) **Choices and Consequences for Parenting Problems** (p. 39)
(3) **Using Value Information for Solving Parenting Problems** (p. 40)
(4) **Ethics in Parenting** (p. 41)
(5) **Providing Good Reasons for Parenting Choices** (p. 42).

d. In cooperative learning groups, choose one of the parenting problems identified in Activity 1a and use the practical problem-solving process to resolve that problem. Complete a **Practical Family Problems Think Sheet** (p. 37) to illustrate your thinking process. Share your solution and justification with the class. Ask your classmates to use **Which Choice is Best?** (p. 43) to assess your group's choice in resolving practical problems.

e. **Action Project:** Interview parents to determine the practical parenting problems you will most likely face if you choose to become a parent. Choose three to five of the practical problems parents identified in your interviews and write a case study involving each problem. Use the practical problem-solving process to determine how you would resolve each problem. Present your reasoning about one case study to the class in an oral presentation.

3. Evaluation of outcomes

a. Create a bulletin board entitled, "Parenting Decisions in Action." Throughout the Parenting course, collect and post newspaper articles that reflect parenting choices. As each newspaper article is added, explain whether the choice made by the parent or parents in the article was a responsible, ethical choice. Explain reasons for your decision.

Discussion Questions
- *How do we know when the decisions parents make are responsible? Ethical?*
- *What are the consequences of responsible, ethical decisions?*
- *What are the consequences of irresponsible, unethical decisions?*

b. Use resources such as a dictionary to define the word *reflection*. Write the definition on the chalkboard. Make a list of questions to use when reflecting on actions parents take concerning practical problems, such as those listed below.

(1) Did our actions reflect the decision made?
(2) Did our actions solve the original problem?
(3) Were our intended actions achievable in this situation?
(4) Were our actions ethical?
(5) Did our actions enhance the well-being of our children and others?
(6) Did our actions result in positive long-term consequences?
(7) Would we take the same actions again?
(8) Did our actions reflect the best we could do in this situation?
(9) What have we learned?
(10) How will we handle similar situations in the future?

Discussion Questions

- *Why is it important to reflect on the outcomes of practical problem solving?*
- *What can parents learn from their experiences in solving practical problems?*
- *How can solving practical problems help parents build strong families?*

c. Establish a notebook to use as a journal for your Parenting class. Use the entries in the notebook to reflect on what you have learned in the class and how those learnings will influence the actions you will take concerning practical parenting problems. Make the first entry in your journal using the open-ended statements below.

(1) It is important for parents to learn how to solve practical problems because
(2) To solve practical problems well, parents should . . .
(3) Using reasoning to solve practical problems means . . .
(4) When I think about the activities I have done in this unit, I have learned . . .
(5) I will use what I have learned in the future by . . .

Teacher Note: The Reflection Journal assignment described in the previous activity may vary slightly from class to class. See **Teacher Guidelines for Reflection Journal Assignment** (p. 44) for suggestions about conducting this assignment.

Assessment

Paper and Pencil

1. Given case studies, clarify personal and family issues by stating the problem to be solved, identifying the type of problem, and describing at least two factors affecting the problem.

2. Given case studies, create at least three alternatives for solving each problem.

3. Given choices to a problem situation, evaluate potential consequences of each alternative choice by listing at least two positive and two negative consequences of each choice.

4. Given case studies, use criteria and standards to make ethical decisions. Test the decision by applying questions used to determine whether a solution is ethical.

5. Given a solution to a problem situation, evaluate the outcomes of the solution by identifying short-term and long-term consequences of the action taken and determining if the problem was solved.

6. Given a practical problem-solving worksheet and a sample practical problem, use each component of the practical problem-solving process to reach a justifiable solution.

Classroom Experiences

1. In small groups, choose a problem-solving skill and design a learning center about that particular skill.

2. In cooperative learning groups, choose a parenting problem and use the practical problem-solving process to resolve that problem. Share your solution and justification with the class.

Application to Real-life Settings

1. Interview parents to determine the practical parenting problems you will most likely face if you choose to become a parent. Choose three to five of the practical problems parents identified in your interviews and write a case study involving each problem. Use the practical problem-solving process to determine how you would resolve each problem. Present your reasoning about one case study to the class in an oral presentation.

Parents as Problem Solvers

All parents face a variety of problems on a day-to-day basis. Learning how to deal with both the everyday problems of parenting as well as the crisis situations that create problems can help parents be more effective.

A *problem* is a situation in which something must be solved or worked out, and that involves selecting from many possible solutions.

There are different kinds of problems. . .

Scientific problems involve specific knowledge and "how to" questions. Solving scientific problems involves learning cause and effect or functional relationships among varying phenomena, such as concepts, principles, and procedures.

Practical problems are different from scientific problems. Solving practical problems involves deciding what to believe and do, especially about value questions. These types of problems require both value knowledge and factual, scientific knowledge when deciding what is best to do. Practical problems typically affect people and their well-being.

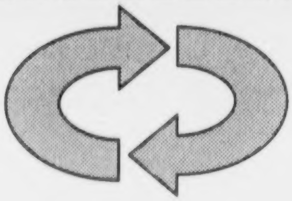
Practical parenting problems require deciding what should or ought to be done for parents' and children's best interests. Some examples of practical problems that parents face are:

- How should we discipline children?
- How should we balance our needs with the needs of our children?
- What should we do about fulfilling parenting responsibilities?

These types of problems that parents face have several distinct characteristics that make them different from scientific problems. Practical parenting problems

- Require deciding what should or ought to be done
- Involve conflicting values
- Are complicated and thus messy to solve
- Frequently have no one right solution
- Have consequences for self, family members, and often for others outside the family
- Are action problems
- Involve the thoughts, feelings, values, and needs of all family members
- Are dependent on the context or situation in which the problem occurs
- Are ill-structured: can be unclear in terms of the information needed to solve the problem

How Should We Solve Parenting Problems?



Nonreasoning?	*Reasoning?*
Nonreasoning approaches might include	**A reasoning approach includes**
(1)Acting on impulse (2)Blindly accepting a solution (3)Making a choice based on habit or tradition (4)Choosing a solution because it is what everyone else is doing	(1) Comparing alternatives and their consequences (2) Evaluating alternatives using criteria (3) Reflecting on long-term effects on all those involved (4) Justifying choices with good reasons and criteria Reasoning may be prudential—based on what is best for self, or moral—based on what is best for others.
A nonreasoning approach is being used when	**A reasoning approach is being used when**
• A choice is made without thinking.	• A choice is made considering context, alternatives, consequences, and ethical implications.
• Situational and environmental factors, alternatives, and consequences are not considered.	• Situational and environmental factors, alternatives, and consequences are considered.
• Information is not actively sought.	• Accurate, relevant, and reliable information is sought and evaluated.
• Values are not questioned or examined; facts are not used.	• Values are examined and supported by facts.
• Others' decisions are not questioned.	• A reasoned choice is made.
• Results may be harmful to self and others.	• The results are satisfactory for the decision maker and others.*
• The results may or may not promote the well-being of self and others.	• The results promote the well-being of self and others.*
• The decision is usually not workable for the long-term consequences of the situation.	• The decision is workable for the long-term consequences of the situation for self and others.*

*Characteristics of ethical reasoning.

REASON Through Practical Parenting Problems

In order to reason through practical parenting problems and find the solution that is in the best interest of all family members, it is important to consider many things about the problem, the situation, the possible solutions, and the consequences of each choice. The **REASON** model can be a guide for thinking through complex practical parenting problems. The components do not need to be used in the order given, but each component is important to the reasoning process.

Recognize the Problem:	Practical parenting problems can be very complex, and sometimes just identifying the problem itself can be a real challenge. Each practical parenting problem has a unique context, and the context of the problem can influence the solution. At this point, it is important to consider what family members really want to happen when the problem is resolved; in other words, to determine the "desired ends."	*What is the problem?* *Why is it important to address the problem?* *What is the context of the problem?* *What caused the problem?* *Who is involved?* *What factors about this problem will affect the decision about what to do?* • *What resources are available?* • *What situational factors affect the situation?* *What goals do we have for the solution to the problem?* *What are the desired ends we want to achieve?*
Evaluate Information Needed to Solve the Problem:	Solving practical problems requires both factual and value information. Factual information includes the concepts and knowledge that will help in developing and evaluating choices. Value information includes personal values, the values of others involved, and values that will help family members make an ethical choice. Values are used as criteria to decide what to believe and do.	*What factual information is needed?* *Where can we obtain this factual information?* *What are our personal values regarding this problem situation? Which of these values are most important?* *What are the values of others involved in this situation?* *How will those values influence our decision about what to do?* *What values will we use as criteria to decide which choice is best?*
Analyze Choices and Consequences:	There is always more than one choice involved in a practical parenting problem. Sometimes there may be many choices. Even doing nothing about a problem is a choice. Each choice carries with it possible consequences—consequences for self, family members, and others outside the family, as well as both short-term and long-term consequences.	*What choices are possible?* *What are the short-term and long-term consequences of each choice?* *What are the consequences for each family member? For those outside the family?*
Select the Best Choice:	Making a decision about which alternative is best means evaluating each alternative against the value information and desired ends.	*Which choice best reflects the values we have and the ends we desire regarding this problem?* *Which choice would result in the most positive consequences for our family and for others?* *Which choice works best for this particular situation?*
Outline and Implement a Plan for Action:	Problems are not solved until a reasoned decision is put into action. Action requires careful planning.	*What skills do we need to carry out this choice?* *What resources do we need to carry out this choice?* *What barriers exist that might prevent us from taking action? How can we overcome these barriers?* *How can we organize the various tasks needed to achieve this solution?*
Note the Results of Your Action(s):	Evaluating the outcome of a choice will help determine the success of the solution and what was learned from solving the problem.	*Would we make the same choice again? Why or why not?* *What have we learned?* *How will this problem-solving experience affect our problem solving in the future?* *Did our actions enhance the well-being of all family members and others outside the family?* *Were our actions ethical?*

Practical Parenting Problems Think Sheet

One way to make sure parents are reasoning carefully through problems is to use the steps of the REASON model. Complete the checklist below as you solve practical parenting problems.

_____ **R**ecognize the Problem. State the problem to be solved.

_____ **E**valuate Information Needed to Solve the Problem.

Family Goals and Values	Factual Information	Factors Affecting the Situation

_____ **A**nalyze Choices and Consequences

Choice	Consequences for Family Members and Others	How Choice Does or Does Not Reflect Criteria for Solving the Problem

_____ **S**elect the Best Choice. Provide good reasons for your choice. Explain how the solution reflects the criteria below.

- Relevant to the problem
- Ethical (positive long-term effects on all involved)
- Workable for this situation
- Based on relevant, reliable factual information

_____ **O**utline and Implement a Plan for Action. Identify the actions you need to take, when they will be done, and who will do them.

_____ **N**ote the Results of Your Actions. After you have taken action, reflect on whether or not your choice was best. Identify things you learned from solving this problem.

Factual Information for Solving Parenting Problems

Information to Include in the Learning Center

Solving practical parenting problems requires both value information and factual information. Using factual information when solving practical problems can help parents make choices that are best for their children, themselves, other family members, and society. As parents reason through problems, two questions can help with regard to factual information:

- *Do we have enough relevant factual information to solve this problem?*
- *Is the information we have reliable?*

There are many sources of information for solving parenting problems. As parents solve practical problems, they may seek information from these sources:

- *Advice from Others:* friends, other family members, teachers, experts
- *Media Sources:* television, radio, videotapes
- *Publications:* newspapers, magazines
- *Personal observation or experience*
- *Government or community agencies:* mental health organizations, support groups, hospital wellness programs

Seeking information, both factual and value information, requires the ability to evaluate whether the information is reliable and relevant to the situation. When seeking value information, parents need good listening skills and the ability to question others to determine the value perspectives behind the information. When seeking advice from others, it is important to consider their values, how those values influence the advice given, and how those values compare with those of the parents solving the problem.

The quality of factual information may vary from helpful to misleading, depending on the source. How do parents know when information is reliable? The questions below can help in evaluating sources of information.

(1) Does the author or source of information have appropriate credentials?
(2) Does the author or source of information reflect a bias? If so, what are the consequences of this bias?
(3) Is the information up-to-date?
(4) Is the information presented in a logical way and supported by reputable and extensive research?

Learning Center Activities

1. Display reliable and unreliable sources of information for solving practical parenting problems. Ask students to evaluate each source, using the criteria described above.

2. Provide several examples of practical parenting problems. Ask students to select a problem and identify possible sources of information for solving that problem.

Choices and Consequences for Parenting Problems

Information to Include in the Learning Center

Practical problems have many possible solutions. These possible solutions are called choices or alternatives. When parents make a decision, it is good to consider as many choices as possible, including the alternative of doing nothing about the problem.

Each possible alternative, if selected, would result in consequences. Imagining what will happen if the parents act on possible choices can help them predict whether or not that choice is best. The consequences imagined may or may not actually happen, but imagining consequences will help a parent select the best choice.

Since practical parenting problems affect all family members as well as others outside the family, it is important to consider the consequences of alternatives for everyone involved. In addition, the short-term consequences (those that might happen immediately following the choice) and the long-term consequences (those that might happen a month, a year, or a number of years after the choice) may be different. Parents should consider both short-term and long-term consequences for each alternative to make the best choice.

Learning Center Activity

1. Provide an example of a practical parenting problem. Ask students to make a choices-and-consequences chart for that problem. Place possible choices in one column, and short-term consequences, long-term consequences, and consequences for others, in remaining columns. Ask them to consider all family members as they identify consequences. Post sample choices-and-consequences charts in the learning center.

Using Value Information for Solving Parenting Problems

Information to Include in the Learning Center

A value is a principle or quality that is valuable or desirable. Solving practical parenting problems requires the consideration of value information as well as factual information. Practical problems often involve conflicting values. Some value perspectives that can conflict are

(1) Values concerning the self-interest of parents vs. values that are in the interest of the good of children
(2) Values concerning self or family interest vs. values that are in the interest of the public good
(3) Values that foster competition vs. values that foster cooperation
(4) Values that foster interdependence or independence vs. values that foster dependence
(5) Values that reflect individualism vs. values that reflect a commitment to the family group

Being aware of values and considering the values of others can help parents make better decisions about practical problems. Each time parents make a decision regarding a practical problem, certain types of values are represented in that decision. In the list below, types of values are described.

Types of Values

Aesthetic values reflect a concern for appearance and beauty.
Economic values involve cost control, efficiency, and management.
Health and safety values deal with physical well-being.
Environmental values reflect a concern for the state of the environment.
Intellectual values are concerned with education, reasoning, and logic.
Religious values reflect a concern for following religious doctrine.
Prudential values reflect a concern for one's own interest.
Moral values involve others' well-being.

Learning Center Activities

1. For each type of value, give an example of action taken by parents that is based on that value.

2. Collect newspaper and magazine articles or create case studies that illustrate how parents' values influence behavior. Choose an article or case study and explain how the values affect parents' decisions, how values may have changed or been reexamined over time, and how value choices can represent conflicting perspectives.

Ethics in Parenting

Information to Include in the Learning Center

The word *ethics* is defined as the moral principles or values governing an individual or group. Many professions such as law and medicine have codes of ethics. The principles set forth in these codes of ethics help professionals make choices that will be best for everyone involved.

Since the choices parents make about practical problems involve more than one person, it is important that they consider what is ethical when deciding which choice is best. For instance, a parent who is deciding whether or not to take a job offer in another city might not only consider the impact of his choice on his own career, but might also consider the impact on his children, spouse, and other family members. Considering the impact of his decision on others will help him make a more ethical decision.

Universal values are those values that transcend culture, time, and religions to establish standards for ethical conduct. These values form the basis of many of our laws and regulations as a society. Examples of universal values are given below. These values can be used as guidelines for making ethical choices.

Honesty: Honest people are truthful and sincere.

Integrity: People with integrity behave in a manner that is consistent with ethical beliefs.

Trustworthiness: People worthy of trust keep promises and fulfill commitments.

Loyalty: Loyal people provide support and commitment to others.

Fairness: Fair people are committed to justice, the equal treatment of individuals, and respect for diversity.

Caring: A caring person shows concern for the well-being of self, others, and the environment.

Respect: Respectful people have confidence in their beliefs and values and acknowledge, understand, and support the rights of others to express their beliefs.

Responsibility: A responsible person contributes to the family, his or her workplace, and community (local/global) in positive ways and encourages the participation of others.

Pursuit of Excellence: In the pursuit of excellence, people take pride in their work, give their best efforts, reflect on the results of their work, and apply knowledge gained to subsequent tasks.

Accountability: A quality in individuals whereby each knows, understands, considers, and accepts the impact and consequences of personal actions and decisions.

When deciding whether or not a decision is ethical, the following questions can be used for reflection:

1. Does this choice have positive long-term consequences for you and others?
2. Would you be willing to change places with the person or people most affected by the choice?
3. Would this be the best thing to do in a similar situation?
4. Would there be positive results if everyone did things this way?
5. Will this choice contribute to the physical and psychological well-being of you? Your family? Your group?

Learning Center Activities

1. For each of the universal values, create an example of a parenting behavior that illustrates that value. Explain how each is an example of ethical behavior.
2. View copies of codes of ethics from various professions, as well as copies of your school behavior guidelines or code of conduct. Compare these guidelines and determine how each represents the universal values.
3. Write a code of ethics for parents.

Providing Good Reasons for Parenting Choices

Information to Include in the Learning Center

Perhaps the most difficult part of solving practical parenting problems is deciding which choice is best. Reasoning well means that parents will be able to provide good reasons for their choice. What is a "good" reason when it comes to justifying a solution to a practical parenting problem? A "good" reason is

- relevant to the problem
- supported by relevant, reliable factual information
- ethically defensible

Being able to provide good reasons to support solutions to practical parenting problems shows that parents have considered potential consequences, family goals and values, ethical criteria, and adequate, reliable information.

Reasoning errors can divert attention from the real issue and result in reasons that don't support the answer to the question or issue. Examples of reasoning errors are

Using a word or phrase in two different ways resulting in unclear meanings
Appealing to a questionable authority without examining evidence authorities are using
Attacking a person or a person's background
Name-calling
Using popularity arguments such as "Everyone. . ."
Presenting a faulty dilemma
Providing only one or two choices: Either-or errors
Using generalities
Oversimplifying
Diverting attention from the real issue
Confusing "What should be" with "What is"
Confusing naming with explaining
Reflecting searching for perfect solutions
Begging the question
Appealing only to emotion
Using emotional fallacies such as the bandwagon appeal, flattery, or false analogies
Using deceptive statistics

Learning Center Activity

1. Observe a videotape illustrating a parents' action taken with regard to a parenting problem. Identify the solution selected by the parent. Write the reasons they might have used to justify that choice and explain whether or not you believe their reasons to be good reasons.

Which Choice is Best?

When parents solve problems, they make choices among alternatives about what should be done. How do they know which alternative is best? Use the chart below to test which alternative might be the best choice among the alternatives.

Alternative A:	**Alternative B:**	**Alternative C:**

CRITERIA	**Alternative A**		**Alternative B**		**Alternative C**		**Justification of Response**
	YES	NO	YES	NO	YES	NO	
A. Does this choice reflect the criteria you have established for solving this problem? Desired ends? Values of self and others?							
B. Is this choice based on adequate, reliable information?							
C. Is this choice workable for the situation?							
D. Is this choice ethical? 1. Does this choice have positive long-term consequences for family members and others?							
2. Would family members be willing to change places with the person or people most affected by the choice?							
3. Would this be the best choice to do in a similar situation?							
4. Would there be good results if all families did things this way?							
5. Will this choice contribute to the overall well-being of all family members? The community? Society?							

Select an alternative and list three reasons why that alternative would be the best choice.

1.

2.

3.

Teacher Guidelines for Reflection Journal Assignment

1. The purpose of the reflection journal is to give students an opportunity to reflect on topics and issues about parenting that are related to classroom learning experiences. The reflection journal is different from a personal diary, which focuses on accounts of personal experiences and feelings. Though a journal entry may help students relate classroom learnings to real-life experiences, the focus is on reflecting about information presented in class.

2. Suggested journal topics and questions to stimulate reflection are included in the learning activities throughout the guide. Time should be given in class to work on journal entries, though they may also be homework assignments.

3. Because journal entries reflect the opinions and thoughts of students, they should not be asked to share entries with the larger class unless they choose to do so. Some teachers prefer to keep journals in a special location in the classroom to honor the nature of this assignment. Whether or not students carry journals with them or leave them in class depends on the needs of the students, the school setting, and the agreements the teacher and students have made about this assignment.

4. The reflection journal assignment can be assessed periodically throughout the course. Dates for turning in the assignment should be established at the beginning of the course (approximately four assessment points may be helpful). Both teacher and student may conduct the assessment of the student's journal, perhaps meeting together to share feedback about progress on this assignment.

5. Teacher and students should work together to establish criteria for assessment of this assignment. What are the qualities of a good journal entry? What is an appropriate length for a journal entry? How many entries should be included? The answer to these questions will vary from class to class. The rating scale below provides some sample criteria and scoring levels that might be used for the project.

	4	3	2	1
	Well done	**Acceptable**	**Improvement needed**	**Not acceptable**
1. Related to topic	4	3	2	1
2. Shows understanding of topic	4	3	2	1
3. Length meets requirements	4	3	2	1
4. Effort	4	3	2	1

Relating to Others

PROCESS MODULE 3

Module Overview

Practical Problem: What should I do regarding relating to others?

Process Competency **0.0.3:** Relate to others in positive, caring ways

Competency Builders:

0.0.3.1 Identify significance of caring, respectful relationships
0.0.3.2 Create strategies for relating to people of different ages, abilities, genders, and cultures*
0.0.3.3 Communicate effectively**
0.0.3.4 Express personal feelings, needs, and ideas constructively
0.0.3.5 Manage conflict
0.0.3.6 Seek help when needed***

*This competency builder is addressed in Content Module 4: Meeting Developmental Needs and Content Module 5: Building Positive Parent-Child Relationships.
**This competency builder is addressed in Content Module 5: Building Positive Parent-Child Relationships.
***This competency builder is addressed in Content Module 7: Accessing Parenting Information and Support.

Supporting Concepts:

1. Caring, respectful relationships
2. Constructive expression of feelings, needs, and ideas
3. Conflict management

Teacher Note: Since the four process competencies of managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role represent skills essential to effecting parenting, the four process modules introducing these skills should be taught at the beginning of the Parenting course. This module introduces the concepts of communicating in caring, respectful ways and conflict management as they relate to parenting. Guidelines for interviewing parents are also given to assist students in completing interview assignments throughout the course.

Since the content of the process competencies remains relatively unchanged over the six core course areas of the Work and Family Life program, the teacher background information is the same as that printed in previous guides. The learning activities, however, have been designed specifically for this course area and complement the content modules found in the rest of the guide.

Relating to Others

PROCESS MODULE 3

Teacher Background Information

Rationale

Interpersonal, group effectiveness skills are the keystones to maintaining friendships, a stable family, a successful career, and strong communities. Yet, no one is born with these skills. Each person must learn these skills and choose to use them. Although many students learn the needed social skills in their families and through community experiences, others lack basic social skills. Frequently, this ineptitude persists into adulthood. These students are often isolated, alienated, and disadvantaged in career training programs. Such "poor peer relationships have widespread immediate and long-term effects on students' cognitive and social development, well-being, happiness, success, and psychological health" (Johnson et al., 1990, p. 87).

The need to develop interpersonal relationship skills in the Work and Family Life Program is supported by six major reasons.

1. Changes in families and society reduce the time and other resources available to enable parents to model, nurture, and develop the social skills needed for our complex contemporary life. Children learn their social skills through their family experiences, yet hectic schedules limit family interaction time. According to one study, typical American adolescents spend only about five minutes a day alone with their fathers and 40 minutes alone with their mothers. On the average, an additional hour is spent with both parents. With the addition of about 15 minutes with other adults, the adolescents sampled in this study spent about two hours a day with adults other than teachers (Csikiszentmihaly & McCormack, 1986). Mealtime conversation also is declining. Of 2,004 families polled in 1976, 74 percent of those with children ages 7 to 17 ate dinner together frequently. By 1986 this number had dropped to 63 percent (Roper Organization, 1987; Rubenstein, 1988). With smaller families—3.5 family members in 1950 to 2.6 in 1990 (Aburdene & Naisbitt, 1992), interaction time with siblings is even reduced. Furthermore, with increasing numbers of children living with only one parent, opportunities to observe parent communication, negotiation, and conflict resolution is also limited. Consequently, opportunities for developing communication, negotiating skills, and problem solving at home are decreasing.

2. Strong caring relationship skills will strengthen families. Such skills will help reduce the currently increasing incidents of suffering experienced from family violence, divorce, and dysfunctional families. Understanding differences in the needs of family members and others, and having the skills to respond in sincere, supportive ways rather than in dominating, violent, or uncompromising ways would help reduce these rising statistics and encourage optimum development of family, workplace, and community members.

3. Relationships encourage or constrain the development of children and adults (Thomas, 1992). As shown in Figure 1, caring, respectful relationships encourage development (Bronfenbrenner, 1990; McGovern, 1990). Insensitive, unresponsive, intrusive, and dominating relationships constrain

development. Sensitive friends, colleagues, spouses, parents, employers, and community and government leaders obtain information from the verbal and nonverbal cues of others, then respond to those needs in ways that meet the needs of those significant others. Reciprocity builds on this sensitivity and responsiveness to insure mutual give and take—mutual sharing—communication at its highest level. Finally, optimum relationships are supportive. Supportive relationships are caring relationships that help the other person meet his or her needs and pursue his or her interests. Such support involves deep, reflective, thoughtful, and deliberate planning to create an enriching, empowering environment rather than to control or dominate the other person (Thomas, 1992).

Figure 1

Interaction Patterns That ENCOURAGE DEVELOPMENT	Interaction Patterns That CONSTRAIN DEVELOPMENT
SUPPORT convey trust, interest, confidence; provide an enriching environment that assists the other person in meeting their needs and pursuing their interests.	DOMINATION direct and control other person's thoughts, feelings, actions, and activities for purposes that do not include that person's needs or interests; exert power over other person.
RECIPROCITY practice exchange, mutual give and take, turn-taking	INTRUSIVENESS interfere with other person's goals and activities
RESPONSIVENESS respond to other person's needs in ways that meet them	UNRESPONSIVENESS take actions unconnected to other person's needs
SENSITIVITY accurately read other person's cues, signals, messages	INSENSITIVITY miss other person's cues, signals, messages

Adapted from Thomas (1992a).

4. To increase their competitive edge, American employers need employees with these interpersonal skills and an appreciation for diversity. Higher productivity, product quality, and increased quality of work life have been linked conclusively with the team approach in the workplace (Carnevale et al, 1990, p. 32). Success depends on individuals at all levels of the work force getting along with each other. Increased cultural diversity and participative problem solving and decision making increase potential disagreements and the need for group effectiveness skills. Good communication, cooperative teamwork, and negotiating skills provide the foundation for successful leadership and organizational effectiveness.

5. As new technology continues to be introduced into all aspects of our society, caring, respectful relationships in the private and public domains are needed as a counterbalance. John Naisbitt observed that with the continuing invasion of technology into our factories, offices, schools, homes, and health care systems, "we must learn to balance the material wonders of technology with the spiritual

demands of our human nature" (1982, p. 40). As technology continues to invade and at times dominate our lives, the need for a compensatory "high touch" of caring, respectful relationships is basic to meeting the "spiritual demands of our human nature."

6. As women make life choices that take them away from caregiving occupations and their families, the need to help both males and females develop loving ways of life is imperative. Today more than three quarters of the caregiving in our own country continues to be provided by women (Sommers & Shields, 1988). Although the exploitation of women as caregivers needs to be changed, the prospect of women ceasing to provide caregiving is horrendous (Noddings, 1988). Who will care for us, as adults, when we are tired, dejected, depressed, misunderstood?

Background

Relationships with others are an inescapable part of everyday life. In relationships with peers, family members, employers, colleagues, and authority figures, interactions continuously move through a relationship life cycle (Portnoy, 1986). This model is particularly useful in illustrating the development of working relationships, such as in classrooms or workplaces, but also reflects the stages experienced in personal and family relationships. Seven stages are included in the relationship life cycle:

1. Establishing trust
2. Becoming acquainted
3. Forming attachments
4. Clarifying roles and expectations, negotiating to reach consensus, and modeling
5. Integration and commitment
6. Stability

JOLT—Disturbance in relationship

7. Instability

At any time, a disturbance may interfere with the relationship, resulting in the seventh stage, instability. Basically, when individual or group needs are not met, a relationship becomes strained and unstable. For example, one person's behavior may be inconsistent with the expectations of another, or a role change may create instability in the relationship. Misunderstandings may also cause relationship unstability. Such instability may be resolved by reexamining and clarifying roles, redefining expectations, renegotiating, and possibly modeling.

Basic interpersonal skills are needed throughout this relationship life cycle in all contexts. These basic skills include communicating (speaking and listening by mutually sharing meanings and feelings), empathizing with and correctly identifying the emotions of others, working cooperatively with others, negotiating for consensus, and resolving conflict (Carnevale et al., 1990; Bolin 1990; Westlake & Westlake, 1992). The Secretary of Labor's Commission on Achieving Necessary Skills specified the following interpersonal competencies as essential for the workplace:

Relating to Others

PROCESS MODULE 3

- Participates as member of a team—contributes to group effort
- Teaches others new skills
- Serves clients—works to satisfy clients' expectations
- Exercises leadership—communicates ideas to justify positions, persuades and convinces others, responsibly challenges existing procedures and policies
- Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
- Works with diversity—works well with men and women from diverse backgrounds

How we relate to others as we use these skills depends on many factors, including one's individual differences and identity development. People differ in many ways. We differ in age and gender, physically and developmentally, economically, culturally, racially, ethnically, religiously, and occupationally. From our first encounters with others, these differences are apparent and influence our trusting others, becoming acquainted, and forming attachments.

Individual differences can be empowering in relationships or oppressive. While accepting and valuing cultural, racial, and ethnic differences can empower, discrimination based on ethnocentrism, racism, prejudice, and stereotyping is oppressive and limits self-formation and self-actualization. When development is limited by oppression, society cannot benefit from the contributions of all its people, and the quality of life suffers for all. Understanding these differences begins with understanding cultural concepts:

1. *Culture:* the way of life of a people. The sum of a people's learned behavior patterns, attitudes, and material things. Within a country, cultural groups may differ in ethnicity, race, and/or religion.

2. *Ethnicity:* the affiliation of members of a group who retain the customs, language, or social values of a group. Ethnocentrism occurs when individuals believe that their group is superior personally and culturally and must be protected and defended.

3. *Racism:* systematic oppression of one race by another. Racism occurs at the individual, interpersonal, institutional, and/or cultural level. Like ethnocentrism, racism may be overt or covert, intentional or unintentional.

4. *Prejudice:* judgment or opinion about others made before one has the facts, and generalizing and applying that judgment to individuals. Such prejudices may become stereotypes when the judgments and opinions become a fixed image of the characteristics and/or behavior of the members of a group. Stereotypes tend to dehumanize people by ignoring their characteristics as individuals. Bigotry occurs when an individual is intolerant of beliefs and cultures other than his or her own.

5. *Discrimination:* any kind of action taken to deprive members of a certain group of their civil rights. Civil rights are the freedoms that people are entitled to as members of a community or nation. In democratic societies, civil rights include equal opportunity for schooling and employment, and equal treatment under the laws.

Relating to Others

PROCESS MODULE 3

As we develop our identities (our consciousness about who we are and how we are alike and different from others), we have varying attitudes toward ourselves and others, and consequently, relate to others in varying ways, depending upon our level of identity with the minority or dominant groups. Depending upon our individual differences and our perceptions of whether or not we are in the minority or majority, we may relate to others who are different from us in appreciating or depreciating ways; with anger, anxiety, guilt, fear or tolerance; in oppressing, patronizing, or controlling ways; or in nurturing, inclusive, open relationships.

At the highest levels of identity, we appreciate ourselves and have selective appreciation of others who are from minority and majority groups. We are all, at one time or another, from a minority or majority group. Throughout life, we find ourselves in groups that have members who are like or different from us in age, gender, race, religion, ethnic background, ability, or occupation.

The overall affective outcome of interpersonal relationships is caring. Developing an ethic of caring is essential if students are to build healthy relationships with peers, family members, and coworkers. Nell Noddings (1988) has described caring as an ethical orientation to relationships. The ethic for caring is concerned with moral behavior and not just moral judgment. Caring effectively requires interpersonal reasoning, skill, and moral affect. The power and necessity of interpersonal reasoning is described by Kari Waerness:

> Caring is about relations between at least two people. One of them (the carer) shows concern, consideration, affection, devotion towards the other (the cared for). The one needing care is invaluable to the one providing care, and when the former is suffering pain or discomfort, the latter identifies with her or him and attends to alleviating it. Adult healthy people feel a need to be cared for by others in many different situations. Worn out, dejected, tired, depressed—there are many adjectives to describe states in which what we need or desire is for others 'to care for us.' In such situations we may feel that we have a right to our need for care being met. This means there must be others who feel that it is their duty or desire to honor this right (1984, p. 134).

To prepare all students for their teamwork roles in the workplace and their future families, these skills need to be developed now by students who have not developed these skills in their present families and previous school experiences. The quality of life in families and our workplaces depends on the development of these skills and the ethic of caring.

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Learning Activities

1. Caring, respectful relationships

a. On an index card, write about a situation you experienced when someone showed that they cared about you or that you cared about others. Collect the cards, shuffle them, and read the situations out loud. List characteristics of caring behavior, such as those listed below. Use classroom resources to write a definition of *caring* and *respectful* and post them in the classroom.

(1) Responding to a person's needs
(2) Showing love and affection
(3) Listening
(4) Responding to a person's feelings
(5) Helping a person who needs help
(6) Spending time with a person
(7) Showing trust

Discussion Questions

- *How does it feel to be cared about?*
- *How does it feel to show caring to someone else?*
- *What skills, values, and attitudes do you need to develop caring relationships with others?*
- *What would it be like if you were unable to experience caring relationships?*
- *What would the world be like if caring did not exist?*

b. In small groups, list three things parents do that show children they care about them. Then list things parents sometimes do that reflect uncaring behavior. Share your lists with the class. Review the responsibilities you included on the silhouette entitled, "Parents as Nurturers" (developed in Activity 2b of Process Module 1: Managing Work and Family Responsibilities). Determine which of the responsibilities you identified with regard to that parenting role reflect caring behavior.

Discussion Questions

- *Why is it important to be a caring parent?*
- *Why is caring important to family relationships? To community relationships? To work relationships?*
- *What are the consequences of being a caring parent? An uncaring parent?*
- *What are the most important characteristics of a caring parent?*

c. Complete **Supporting the Development of Children** (p. 60).

Discussion Questions

- *How does behavior that supports the development of children reflect caring?*
- *What are the consequences of using mostly constraining behaviors as a parent?*
- *What are the consequences of using mostly supportive behaviors as a parent?*

Teacher Note: The concept of parenting behaviors that support or constrain development is central to the Parenting course. Help students understand the diagram on **Supporting the Development of Children** (p. 60) by defining unfamiliar terms and explaining the concepts before students complete the learning activities on the handout. This diagram is described in detail in the Teacher Background Information section of this module. The following activity reinforces this concept and continues its discussion throughout the course.

d. Design a continuum for the classroom using a long sheet of paper. Draw a horizontal line in the middle of the page from one end of the paper to the other. Label the area above the line "Behavior That Supports Development," and the area below the line "Behavior That Constrains Development." Along the continuum, identify the various modules of study in the Parenting course. As each unit is completed, summarize what has been learned by indicating examples of both supporting and constraining behaviors that are related to that topic.

Discussion Questions

- *As we studied about this topic, what behaviors were discussed that would support the development of children?*
- *What behaviors were discussed that would constrain the development of children?*
- *What attitudes and values are reflected in each of these types of behaviors?*
- *What would a parent need to know, believe, and be able to do in order to support development with regard to this topic?*

e. Review a copy of the classroom behavior rules for your Parenting course, or develop a list of rules to use as you work together as a class throughout the course. Post the rules in the classroom and explain how they reflect caring behavior.

Discussion Questions
- *What would happen if you chose not to behave in caring, respectful ways in your Parenting class?*
- *How are these rules similar to or different from how parents should behave or expect their children to behave?*
- *What skills, values, and attitudes do you have that will help you follow these rules?*

f. Hold a suggestion circle on the topic of how parents can show children that they care about them. Choose one class member to sit in the middle of a circle, with the rest of the class sitting in chairs around the outside of the circle. The class member in the middle will state the problem: "How does a parent show an infant that the parent cares about him or her?" The students in the circle then each respond with one suggestion. Repeat the suggestion circle by varying the age of the child in the problem, using the ages listed below.

(1) Preschooler
(2) School-age child
(3) Teenager
(4) Adult child

Discussion Questions
- *How will the examples you gave support the development of children?*
- *How do the examples illustrate the meaning of caring?*
- *Why is it important for parents to be caring to children of all ages?*
- *How can we use the suggestion circle activity to resolve problems in our Parenting class? In families?*
- *How does it feel to receive suggestions in the suggestion circle? To give suggestions?*
- *How do our actions in the suggestion circle reflect caring behavior?*

Teacher Note: Read **Teacher Guidelines for Conducting Suggestion Circles** (p. 61) to assist in conducting suggestions circles throughout the Parenting course.

g. **Action Project:** Design an exhibit or display that illustrates the meaning of "A Caring Parent." Interview parents about the caring behaviors they use in developing relationships with their children. If possible, collect videotaped or photographed examples of parents discussing caring behavior and acting in caring ways with their children. Set up your exhibit or display in the school and ask students to react to the information.

2. Constructive expression of feelings, needs, and ideas

a. Write a story about a time you were trying to communicate something to a child or about an interaction you observed when a parent was trying to communicate something to a child. Use resources to define *communication*, and to identify different types of communication, such as verbal and nonverbal. In pairs, share your stories and circle examples of verbal and nonverbal communication you may have included in your stories. Explain whether or not you think the communication in your story was successful.

Discussion Questions
- *Why is communication important to parent-child relationships?*
- *What types of communication should parents use with children?*
- *Why is it important to learn how to communicate with children? With other family members? With classmates? With others in your community?*

b. Read **Communicating to Build Caring Relationships** (p. 62). Define unfamiliar terms. Explain how each of these skills could contribute to building a caring relationship with children.

Discussion Questions
- *Why is effective communication important in the parent-child relationship?*
- *Why is effective communication important in your Parenting class? To families? To communities? In the workplace?*
- *Which skills on the list have you practiced in real-life settings?*

c. In groups of three, select one of the role-plays listed below. Assign two group members roles to play. Assign the third member of the group the role of observer. Conduct the role-play while the observer watches, using **Communicating to Build Caring Relationships** (p. 62) to record examples of effective communication skills. Following the role-play, have the observer summarize strengths in the communication and areas for improvement. Select another situation, and reassign the group roles, continuing to role-play until all group members have had an opportunity to play the observer role.

(1) A teenage daughter is trying to explain to her mother why she is home late. Her mother is very angry.

(2) A ten-year-old boy is not ready to leave for school. His father is frustrated that he must constantly remind him to get ready.

(3) A husband and wife are trying to decide whether or not to start a family. The husband wants to have children right away. The wife feels she is not ready and would like to establish her career before having a family.

(4) A teenager is babysitting for an eight-year-old boy. The boy refuses to go to bed. The babysitter knows she must get him in bed or the boy's parents will probably not ask her to babysit again.

(5) A teenage son has been assigned several household duties. His mother has been noticing that he has been neglecting these duties, and she has had to do them for him. She feels he should be able to get them done on time and to her satisfaction.

(6) Two parents are trying to decide whether or not to send their child to preschool. The father thinks that the child is getting enough stimulation at home and would like to avoid the extra expense. The mother thinks the experience would be valuable and would like to have some time to herself during the day.

Discussion Questions
- *Which communication skills did you most often observe? Which were observed least often? Why?*
- *How did you feel when watching a role-play that included effective communication?*
- *Did you notice any difficulties in communicating? Why or why not?*

Teacher Note: The above activities represent an introduction to the concept of communication, which is further developed in Content Module 5: Building Positive Parent-Child Relationships. The focus here should be on communicating with each other in the Parenting class, hence developing skills applicable to parent-child relationships.

d. Read **Guidelines for Conducting an Interview** (p. 63). In pairs, choose a topic of interest and interview each other about it. Following the interview, share your feelings about how it felt to be an interviewer and how it felt to be interviewed. Explain how this experience and the guidelines on the handout might help you be a better interviewer.

e. **FHA/HERO:** Set a goal to establish effective communication in your chapter. Regularly appoint a chapter member to observe at chapter meetings, committee meetings, or class discussion sessions. Ask the observer to use **Communicating to Build Caring Relationships** (p. 62) to record examples of positive communication and to suggest ways communication could be improved. Toward the end of the semester, hold a chapter celebration for improved communication skills and create a special award for each chapter member such as "The I-Message Award," "Best Focused Listener," or "Super Active Listener." Discuss the consequences of improving your communication skills if you assume a role as a parent in the future.

3. Conflict management

a. Use resources to define *conflict*. In small groups, select one of the styles of conflict resolution listed below and research the meaning of that style. Create a role-play that illustrates a parent and child dealing with conflict in that way. Perform your role-play for the class and have them guess which type of conflict style is being used. Following the role-plays, identify the distinguishing characteristics of each style.

(1) Avoidance
(2) Aggression
(3) Compromise
(4) Collaboration
(5) Negotiation

> **Teacher Note:** An alternate activity for the one above is to have small groups select one of the conflict styles and create a poster describing that style of conflict resolution. Each group can design a cartoon character that represents that style and feature it on their poster. The posters can then be displayed in the classroom.

b. Use the practical problem-solving process to resolve the problem, "How should we go about resolving conflict in our Parenting class?" Create a choices and consequences chart for this problem on the chalkboard. List each style of conflict resolution, such as those identified in the previous activity, as a possible choice. For each choice, identify the consequences that might occur if you used that conflict style in Parenting class. Establish desired ends or goals for conflict resolution, such as those listed below. Then decide which choice is best and justify your solution.

(1) Form caring, respectful relationships
(2) Create a positive learning environment
(3) Learn skills that can be transferred to real-life settings, such as parent-child relationships

Discussion Questions
- *Why is it important to learn how to manage conflict?*
- *What are the consequences of managing conflict in positive ways? Negative ways?*
- *What reasons did you use to justify your choice?*
- *Is your choice ethically defensible? Why or why not?*

c. On an index card, write an example of a conflict situation that might happen between two parents or between a parent and a child. Read **Resolving an Issue** (p. 64). Select one of the examples written on an index card and explain how that conflict would be resolved if the process described on the handout were used. Present your solution to the class.

Discussion Questions

- *What are the advantages of using this process when resolving conflict? The disadvantages?*
- *Is this process a good one to use when resolving conflict as a parent?*
- *What personal, school, and community resources are available to help parents learn to resolve conflict in caring ways?*

d. **Action Project:** Conduct a project to improve your conflict resolution skills. Keep a record of your methods for resolving conflicts with others for one week. Then evaluate your conflict resolution skills and establish a specific goal you would like to achieve to improve your skills. Chart your progress and present your findings in a written report. Explain how the improvement of your skills in conflict resolution might help you become a caring parent in the future.

e. Write an entry in your Reflection Journal about the importance of caring, respectful relationships, communication, and conflict resolution to parenting. Use the open-ended statements below to guide your reflection.

(1) A caring, respectful relationship is . . .
(2) Caring is important to the parent-child relationship because . . .
(3) Good communication involves . . .
(4) Communication between parents and children should be . . .
(5) When faced with a conflict, I am most likely to . . .
(6) Parents should resolve conflicts by . . .

Assessment

Paper and Pencil

1. Write a paragraph identifying the significance of caring, respectful relationships. Include a definition of caring and respectful behavior toward others and at least three reasons why caring, respectful relationships are important to parents and children.

2. Given case studies involving ineffective communication, suggest ways to make the communication more effective.

3. Given situations involving relationships with others, suggest ways to express personal feelings, needs, and ideas constructively.

4. Given situations involving conflict, suggest ways to resolve the conflict in ways that are best for self and others.

Classroom Experiences

1. Write a story about a time you were trying to communicate something to a child or about an interaction you observed when a parent was trying to communicate something to a child. Identify examples of verbal and nonverbal communication in your story.

2. In small groups, role-play situations with one member of the group acting as an observer to note effective and ineffective communication skills. Following the role-play, summarize strengths in the communication and areas for improvement.

3. In small groups, select a style of conflict resolution and research the meaning of that style. Create a role-play that illustrates a parent and child dealing with conflict in that way. Perform your role-play for the class.

4. Write an example of a conflict situation that might happen between two parents or between a parent and a child. Explain how that conflict should be resolved. Present your solution to the class.

Application to Real-life Settings

1. Design an exhibit or display that illustrates the meaning of "A Caring Parent." Interview parents about the caring behaviors they use in developing relationships with their children. If possible, collect videotaped or photographed examples of parents discussing caring behavior and acting in caring ways with their children. Set up your exhibit or display in the school and ask to students to react to the information.

2. Set a goal to establish effective communication in a student organization. Regularly appoint a member to observe at meetings, committee meetings, or discussion sessions. Ask the observer to record examples of positive communication and to suggest ways communication could be improved. Chart the progress toward your goal.

3. Conduct a project to improve your conflict resolution skills. Keep a record of your methods for resolving conflicts with others for one week. Then evaluate your conflict resolution skills and establish a specific goal you would like to achieve to improve your skills. Chart your progress and present your findings in a written report. Explain how the improvement of your skills in conflict resolution might help you become a caring parent in the future.

Supporting the Development of Children

The relationships that parents develop with their children have an impact on how children grow and develop. The figure below shows how caring, respectful relationships encourage development. Insensitive, unresponsive, intrusive, and dominating relationships, on the other hand, constrain or inhibit development. Caring relationships are supportive–they help meet children's needs and allow them to pursue their interests.

Interaction Patterns That ENCOURAGE DEVELOPMENT	**Interaction Patterns That CONSTRAIN DEVELOPMENT**
SUPPORT convey trust, interest, confidence; provide an enriching environment that assists the other person in meeting their needs and pursuing their interests.	DOMINATION direct and control other person's thoughts, feelings, actions, and activities for purposes that do not include that person's needs or interests; exert power over other person.
RECIPROCITY practice exchange, mutual give and take, turn-taking	INTRUSIVENESS interfere with other person's goals and activities
RESPONSIVENESS respond to other person's needs in ways that meet them	UNRESPONSIVENESS take actions unconnected to other person's needs
SENSITIVITY accurately read other person's cues, signals, messages	INSENSITIVITY miss other person's cues, signals, messages

Listed below are sample statements parents might say to children. Beside each statement, place an "+" if you think that statement would support development, and a "—" if you think that behavior would constrain development.

________ "I'd be glad to help you with that."
________ "It's your life. Do what you want."
________ "Who cares if you don't show up for school today?"
________ "I get really hurt when you talk back to me."
________ "Watch out! That could be dangerous."
________ "I'm not ready to do that yet."
________ "If you really loved me, you would follow the rules I have established."
________ " Eat your vegetables."
________ "I don't care what you think."
________ "You can't do anything. You're worthless."

Watch television shows involving parents and children and identify examples of supporting and constraining behaviors. List them in the chart below or on the back of this page.

Behaviors That Support Development	**Behaviors That Constrain Development**

Adapted from L. Anderson, R. Thomas, L. Getahun, & B. Cooke. *Strengthening Parent-Child Relationships: A Reflective Dialogue Approach to Parent Education.* St. Paul, MN: University of Minnesota, 1992.

Teacher Guidelines for Conducting Suggestion Circles

Suggestion circles can be used as a problem-solving tool in your Work and Family Life courses. The suggestion circle is a way to provide suggestions or possible choices for a particular problem: a class problem, an individual student problem, or a parenting problem related to the topic being discussed in class.

1. Seat the students in a circle, with one student in the middle.

2. The student in the middle briefly states the problem in one or two sentences.

3. Each person in the circle thinks of his or her best suggestion and quickly states that suggestion to the person in the middle of the circle. Several ground rules should apply when giving suggestions:

    - Each student in the circle has the right to pass.
    - No suggestion can be given that involves put-downs or violence.

4. The person in the middle, upon hearing each suggestion, says "thank you." He or she may not respond by judging or discounting the suggestion, such as "That won't work" or "That's a great idea."

5. If the problem addressed is about a parenting issue or a class problem, create a handout or ask the students to create a paper including the information below. The students then have a record to use in reflecting about the best way to solve the problem.

Problem:

Suggestions:

1.

2.

3.

4.

5. (and so on until all suggestions are listed)

6. After students have had an opportunity to reflect on the suggestions, continue to use the practical problem-solving process to solve the problem by discussing choices in class or using **Which Choice is Best?** (p. 43).

Adapted from Jean Illsley Clarke. *Self-Esteem: A Family Affair–Leader Guide*. San Francisco: Harper & Row, 1981.

Communicating to Build Caring Relationships

Communication involves both sending and receiving messages. The items on the checklist below contribute to clear communication.

When Sending Messages . . .

______ Choose a time and place that will enhance the communication.

______ Consider the perspective of the receiver when phrasing your message.

______ Accurately describe your ideas, perceptions, feelings, and needs without implying judgment.
"I feel . . ." "I want . . ." "In my view . . ."

______ Make your verbal and nonverbal messages match. Consider—
- Eye contact
- Posture
- Gestures
- Facial expressions
- Voice tone

When Receiving Messages . . .

Focus:

______ Be attentive and show interest with nonverbal messages. Consider—
- Eye contact
- Gestures
- Posture
- Facial expressions

______ Listen without interrupting.

______ Control or ignore distractions.

Acknowledge:

______ Make brief comments to show interest, such as— "I see." "Uh-huh."

______ Reflect or restate the message to clarify the sender's message without making judgment.
- Repeat what you hear in your own words.
- Recognize the sender's feelings such as, "I understand you are upset," or "I appreciate how you feel."
- Repeat exact phrases

Clarify:

______ Draw out additional information to improve your understanding.
"Tell me more . . ."
"I'm not sure I understand"
"Would you like to talk about it?"
"Do you mean that . . .?"
"Are you feeling . . .?"
"Let's discuss it further."

Guidelines for Conducting an Interview

Throughout the Parenting course, you will be asked to interview parents to learn more about what it means to be a parent. Interviewing someone requires several important communication skills, as well as several procedures to help make the interview go smoothly. The guidelines below should help you become an expert interviewer.

Before the Interview

1. Select a parent to interview for the assignment and make a first contact with the parent. This could be a telephone call or a brief visit.
2. Introduce yourself and ask the parent if they are interested in helping you with your assignment. Explain the purpose of your interview and provide an estimate of the time you will need to conduct the interview.
3. If the parent agrees to be interviewed, set a time and a place for the interview. Try to arrange a place where you will have few interruptions.
4. Prepare your interview questions. Use the guidelines for the assignment and any sample questions provided. Though you may not actually use the questions word for word, the questions you write will be a guide for your conversation with the parent. Here are some ideas to keep in mind when writing questions for parent interviews.
    - Open-ended questions, those that require more than a "yes-or-no" answer, are more likely to invite the parent's ideas and experiences. Instead of asking, "Do you ever use time management techniques to balance work and family?" try "What types of things do you do that help you balance work and family roles?"
    - Avoid questions that are too specific or personal, or ask parents to reveal more than is necessary. Instead of asking, "What did you do when your son didn't make the soccer team?" ask what the parent would recommend that others do when their child experiences failure.

During the Interview

1. Begin by explaining the purpose of the interview. Relate what you will be talking about to the topics covered in your Parenting course.
2. Explain that the questions have no right or wrong answers, and that the parent's responses will be used anonymously. You are interested in the parent's opinions and perspectives on various parenting topics.
3. Explain that the parent may pass on any question(s) that he or she does not feel like answering. When in doubt about whether a question is appropriate, ask the parents, "Would you be willing to share your ideas about . . ." If the parent is not comfortable talking about something, move on to another topic.
4. Listen attentively. Avoid commenting on the parent's responses or being judgmental in any way. Use positive nonverbal gestures while listening. Ask clarifying questions when you do not understand the response.
5. Record the parent's responses by notetaking or by audiotape, if possible. Write down key words or phrases to help you remember the responses.
6. At the end of the interview, thank the parent for his or her time and explain the importance of the interview's role in helping you gain an understanding of what it means to be a parent.

Following the Interview

1. Write the findings from the interview as soon as possible. Use the key words you wrote down or transcribe the audiotape to recall the parent's responses as completely as you can.
2. Write a thank-you note to the parent, thanking that person for his or her time and contribution to your learning experiences about parenting.

Resolving an Issue

Resolving an issue in a way that is best for all parties involves a combination of good communication skills and good problem-solving skills. The steps identified below can help you work toward resolving conflicts in ways that strengthen relationships because they involve acting in caring, respectful ways.

# 1 Show a genuine interest in resolving the issue. Choose a place to talk where you will be free from interruptions. State your goal to resolve the issue fairly for all involved. As you go through the process, focus on the problem, rather than making personal comments about the people involved.

# 2 Take turns stating your positions, interests, and feelings clearly. When others are speaking, listen actively without interrupting. Ask questions to clarify the perspectives of others. Restate messages from others to clarify what has been said. When all parties feel they have had the opportunity to express their feelings and thoughts, you are ready for the next step.

# 3 Make a list of possible solutions. Listen with an open mind and try not to judge any possible choices.

# 4 Choose a solution that is best for all involved. Make a note beside those solutions that are acceptable to more than one party. It may be necessary to integrate different ideas into a single solution that may be more agreeable to all.

# 5 Make a plan of action. Identify each party's role in carrying out the solution. Question others to make sure that they understand their role.

# 6 Set a time to talk later and review your progress.

Some behaviors serve as a barrier to reaching an agreement. Behaviors to avoid include

- Blaming
- Making insults
- Putting others down
- Interrupting
- Being sarcastic
- Refusing to listen
- Making threats
- Making excuses
- Changing the subject

Assuming a Leadership Role

PROCESS MODULE 4

Module Overview

Practical Problem: What should I do regarding assuming a leadership role?

Process Competency **0.0.4:** Assume leadership role as a responsible family member and citizen

Competency Builders:

0.0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings
0.0.4.2 Evaluate societal conditions affecting personal, family, and community well-being
0.0.4.3 Describe visions and goals for families, student organizations, and work groups
0.0.4.4 Evaluate consequences of cooperative and uncooperative actions
0.0.4.5 Cooperate with others to achieve group goals
0.0.4.6 Use planning processes to establish and achieve individual and group goals

Supporting Concepts:

1. Leadership
2. Parents as leaders
3. Leadership in student groups
4. Cooperation
5. Citizenship

Teacher Note: Since the four process competencies of managing work and family responsibilities, solving personal and family problems, relating to others, and assuming a leadership role represent skills essential to effective parenting, the four process modules introducing these skills should be taught at the beginning of the Parenting course. This module introduces the concepts of leadership, citizenship, and cooperation, as well as involving students in the design of Action Projects.

Since the content of the process competencies remains relatively unchanged over the six core course areas of the Work and Family Life program, the teacher background information is the same as that printed in previous guides. The learning activities, however, have been designed specifically for this course area and complement the content modules found in the rest of the guide.

Assuming a Leadership Role

PROCESS MODULE 4

Teacher Background Information

Rationale

Leaders are needed wherever there are groups of people. Empowering leaders, rather than authoritarian leaders, are especially needed in our complex, changing global age. Authoritarian leaders have power over people, but empowering leaders help people shape their own vision and goals and work toward achieving those goals. Leadership must be developed in families and other groups with real issues and concerns. Historically, many people believed that leaders were born, not made, and that great leaders were discovered, not developed. However, there is now "consensus among social scientists that leadership skills and competencies are not inherited from one's ancestors, that they do not magically appear when a person is assigned to a leadership position" (Johnson & Johnson, 1987, p. 119).

Leadership development is ultimately self-development, and can be enhanced in a variety of settings. Teachers, employers, and other leaders who have high expectations and support the self-development of those they lead can help others develop confidence in their ability to lead and make a difference. Parents, however, are perhaps the most influential in developing leadership abilities. One researcher concluded that formal education, mentoring, and other activities in adult life have less influence on the development of leadership ability than parental expectations and values and skills reinforced very early in life (Kouzes & Posner, 1987).

Most young people face the challenge of genuine leadership for the first time in their teenage years. During this important time in their lives, young people need guidance and encouragement to experience the realities and rewards of participatory, shared leadership. Family, educational settings, and student organizations–such as Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) can provide the laboratories for developing the values, beliefs, and skills underlying empowering participatory leadership. Through shared leadership experiences in these settings, young people can discover that they can make a difference in the well-being of those around them.

Background

Our democratic society is made up of many groups: private groups, such as families; and public groups, such as neighborhoods, cities, states, and nations. Within communities are civic, social, educational, professional, and religious organizational groups. The purpose of these groups is to help people meet their needs for love, caring, sharing, giving and receiving, and belonging, and to resolve family or public issues facing group members.

By joining together, group members are more likely to have their needs met than if they try to meet their needs alone. Many human needs, such as loving, caring, sharing, and giving and receiving, can be met only through groups, such as the family or social or religious groups. To resolve issues affecting group members, groups need to (1) complete tasks and (2) maintain effective working relationships between the members.

Assuming a Leadership Role

Leadership is the process of helping a group shape a vision of its purpose and goals, and of getting people–both inside and outside the group–to commit and recommit themselves to accomplishing that vision (Woyach, 1991). Effective leadership styles, regardless of the personality or style of the leader, satisfy the group members' needs, achieve their goals, and build the group members' abilities and self-esteem. Leaders who empower others help group members feel confident to act on their own authority–on their own judgment–and support the decisions made, even if the decisions are mistakes. True leaders view mistakes as opportunities for learning rather than as opportunities for humiliation (Aburdene & Naisbitt, 1992).

Leaders are needed in groups to help group members shape a shared sense of purpose or vision, get things done to meet their needs and goals, and create a cooperative relationship between members. Shared participatory leadership, one of the three leadership styles shown in Figure 1, has been shown to be the most effective in increasing production, innovation, and responsible self-direction and initiative (Peters & Austin, 1985; Bennis & Nanus, 1985; Johnson & Johnson, 1987). Shared leadership means:

1. All group members can and should perform leadership functions appropriate to each person and to group needs. Any member can influence group behavior.
2. The leader of the group encourages other group members to make decisions and initiate action without seeking the leader's approval (Carnevale, et al., 1990).

Figure 1
Consequences of Leadership Styles

Management: Authority Power ◄	————————	► Leadership: Empowering Others
Director Style ◄	Shared Democratic Style	► Delegator Style
Control Direct Supervise Oversee	Involve Cooperate Negotiate Organize	Inspire Influence Delegate Explain
Goal: Dependent Members	Empowered, Interdependent Members	Empowered, Independent Members

Assuming a Leadership Role

PROCESS MODULE 4

Strong, healthy families–our smallest democracies–are characterized by interactive shared leadership styles. For instance, healthy families allow all members of the family to be included in family problem solving when they are likely to have an opinion. Such interactive, participatory, shared leadership has been shown to be effective in all types of groups and organizations in increasing the responsible self-direction, initiative, and morale of all group members and the quality of decisions and work (Peters & Austin, 1985; Bennis & Nanus, 1985; Johnson & Johnson, 1987).

Thus, different members of a group can share leadership by assuming the behaviors needed to lead to the success of the group. For example, in families each spouse may assume behaviors necessary to complete food-preparation or money-management tasks at different times in the family life cycle, and similarly, each may assume nurturing or caring behaviors to maintain collaborative relationships in the family. In social or civic groups, each group member may become a leader by proposing activities to complete a task, or to reduce tensions between other group members.

Responsible citizenship in a democratic society involves individual accountability and action for the common good of the group. Being a responsible family member requires taking action for the common good of the family–not action for the good of individuals in the family to the detriment of another family member or the family as a whole. Similarly, being a responsible citizen requires taking action for the common good of community members. Responsible citizenship begins in families as children learn to care for themselves, family members, pets, their home, and neighborhood.

Responsible citizens are concerned about the well-being of all society members and take social action to meet those needs. Such action can range from providing social services to those in need of mercy and compassion, to working for social justice for those being oppressed, mistreated, or denied their rights. Such social-justice action might take the form of advocating justice in individual cases or working for public policy change. Social action for public policy development, like other responsible citizenship, should bring about change and transformation for the good of citizens in the community, state, nation, or world.

To successfully bring about social change, six principles of social transformation provide guidance for social action (Aburdene & Naisbitt, 1992). Responsible citizens

1. Use a win-win perspective rather than a win-lose perspective
2. Begin at the grass roots rather than at the top
3. Use what works (and is right) rather than what is "politically correct"
4. Work toward choice rather than from bureaucratic limitations
5. Become advocates rather than victims
6. Invest in entrepreneurs rather than providing government aid

More than ever before, shared democratic leadership is needed in families, workplaces, communities, and government at all levels. Such responsible citizenship will bring about the social action and change that is needed for the common good of our global community.

Assuming a Leadership Role

PROCESS MODULE 4

Vocational student organizations provide a unique program of career and leadership development, motivation, and recognition exclusively for middle and junior high, secondary, postsecondary, adult, and collegiate students enrolled in vocational education programs. The U.S. Department of Education recognizes vocational student organizations as integral to the vocational education program.

FHA/HERO encourages personal growth, leadership development, family and community involvement, and preparation for the multiple adult roles of wage earner, community leader, and family member. Involvement in FHA/HERO offers members the opportunity to expand their leadership potential and develop skills necessary in the home and workplace for life-planning, goal setting, problem solving, decision making, and interpersonal communication.

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Assuming a Leadership Role

PROCESS MODULE 4

Learning Activities

1. Leadership and citizenship

a. Invite a parent or panel of parents who have taken on leadership roles in family, community, or work settings. Develop questions to ask the parents that focus on the concept of leadership, such as those listed below. Following the panel, complete **Baker's Dozen Leadership Vocabulary** (p. 77). Use the vocabulary words to write a paragraph about the meaning of leadership and how the parents on the panel represent the concept of leadership. In pairs, share your paragraphs.

(1) What does it mean to be in a leadership role?
(2) What skills are needed to be an effective leader?
(3) What values does a person need to hold in order to be a good leader?
(4) How did you become a leader?
(5) How has what you have done in your leadership role affected others?

Discussion Questions
- *Why is leadership important to families? Communities? Work settings?*
- *In what settings could you assume a leadership role at this time in your life? In the future?*
- *What skills do you possess that could help you assume leadership roles?*

b. Write each of the quotations from **Leadership Quotes** (p. 78) onto individual index cards. Cut each card in two to resemble two jigsaw puzzle pieces. Mix all the cards up in a large container. Choose a card and find the other person in the class who has the piece that will complete your puzzle. Explain how the quote applies to your concept of leadership. Choose quotes that are particularly meaningful to the class, write them on posters, and display them in the classroom.

c. **FHA/HERO:** Write the word *leadership* vertically on a sheet of paper. Identify words or phrases that describe leadership characteristics that start with each letter in the word leadership. Star two characteristics you possess. Underline two characteristics you would like to develop or improve. Complete a Power of One module such as "Take the Lead" or "A Better You" to develop one of your underlined characteristics.

d. Using resources, define *citizenship* and post the definition in the classroom. Label four posters with headings of "Home," "School," "Work," and "Community." In four groups select one of the posters and in one-minute brainstorm ways to be a responsible citizen in the area listed on the poster. Then pass your poster to the group on your left and receive a new poster from the group on your right. In one minute, add ways to the new poster you have received. Pass the poster and repeat the process until you have had a chance to add to all posters. Display them in the classroom. Vote on the five most important ways listed on each poster.

Assuming a Leadership Role

Discussion Questions

- *Why is responsible citizenship important to parents? To families? To schools? To communities?*
- *What skills does a person need to be a responsible citizen?*
- *What values does a person need to be a responsible citizen?*
- *How does responsible citizenship differ from what would be considered irresponsible citizenship?*
- *What are the consequences of irresponsible citizenship for families? Work settings? Communities?*

e. Complete **Being a Leader as a Citizen** (p. 79).

Discussion Questions

- *What is the difference between being a citizen and being a leader as a citizen?*
- *What are the consequences of being a responsible citizen, but not assuming any roles as a leader?*
- *What opportunities have you had to assume a role as a leading citizen?*

f. **Action Project:** Read **Introducing Action Projects** (p. 80). Use ideas throughout this resource guide to plan your Action Project for the Parenting course.

Teacher Note: The **Action Project Planning Form** (p. 81) and the **Action Project Assessment Form** (p. 82) are sample documents. Locally developed forms may be substituted if preferred.

g. **Action Project:** Choose a leader in the family, workplace, community, or any other setting related to parenting issues. Follow the leader as he or she performs duties related to his or her leadership role. Interview the leader to determine how he or she became a leader. Reflect on the leadership skills you observe by writing a report that addresses the questions below.

(1) How did the person you shadowed illustrate leadership?
(2) What influenced this person to become a leader?
(3) What leadership skills were used?
(4) What challenging leadership situations did this leader face?
(5) What skills did you observe being used that you possess?
(6) What skills did you observe that could be used in other settings?

2. Parents as leaders

a. Draw a line down a sheet of paper. On one side, list the characteristics of a good leader. On the other side list the characteristics of a good parent. Share your responses with the class. Compare the two lists and explain how being a good parent involves many characteristics and skills also necessary for good leadership. Review the examples you listed on the Parents as Leaders silhouette you designed in Activity 2c of Process Module 1: Managing Work and Family Responsibilities.

Discussion Questions
- *How is being a good parent like being a good leader?*
- *What roles do leaders play that are similar to or different from parenting roles?*
- *What leadership skills are important to parenting?*

b. Interview parents to determine how their role compares to that of a leader. Summarize your findings and share them with the class. Note which leadership skills were most often mentioned. Make a list of key leadership characteristics parents should have.

c. Using resources, define *role model*. Complete **Following the Leader** (p. 83). In small groups, choose one of the situations and create a role-play that illustrates the behavior of a good role model in that situation. Following the role-play, explain how the behavior you portrayed represented an ethical decision as a leader.

Discussion Questions
- *How is the concept of a role model related to leadership?*
- *What long-term effects will modeling these behaviors have on children?*
- *How would you feel if you were the other person involved in each situation?*
- *Do you consider the parents' actions described on the handout as good role modeling? Why or why not?*

d. Read **Parenting Leadership Styles** (p. 84). In small groups, develop role-play situations of parents taking action with regard to each of these leadership styles. Perform your role-plays for the class. Identify the consequences of each leadership style.

Discussion Questions
- *What do you think the parents' goals are for each leadership style?*
- *Which leadership style helps children learn self-control?*
- *Which leadership style helps children feel capable?*
- *Which leadership style helps children learn to make decisions for themselves?*

e. Using resource, define *vision* in relationship to leadership and group planning. Explain why it is important for leaders to have a vision for a group. Complete **A Vision for Your Future Family** (p. 85). Then create a poster illustrating the qualities you would like to see in your future family. Display your poster in the classroom. Using **Parenting Leadership Styles** (p. 84), choose the parenting style that best fits your vision for your future family.

f. Write an entry in your reflection journal about the meaning of leadership and citizenship in relation to parenting. Use the items below to guide your reflection.

(1) Being a leader is an important role for a parent because . . .
(2) A parent can take a leadership role by . . .
(3) A parent can be a responsible citizen by . . .
(4) My vision for my future family can be described as . . .
(5) Leadership and citizenship could be part of that future vision by . . .

3. Leadership in student groups

a. **FHA/HERO:** Using state or national FHA/HERO resources, read the FHA/HERO mission statement and purposes. Underline phrases and statements you believe are related to developing positive parenting skills.

b. **FHA/HERO:** In small groups, examine FHA/HERO promotional materials such as chapter scrapbooks, displays, brochures, handbooks, videos, etc. Develop an FHA/HERO Ladder of Opportunities to list events for involvement. Include rungs for local, district, regional, state, national, and international opportunities. Post your ladder in the classroom and compare it to **FHA/HERO Ladder of Opportunities** (p. 86).

Discussion Questions
- *What can you learn from participating in these various activities?*
- *Which activities most interest you? Why?*
- *How can your participation in these activities help you develop skills you would need to be a good parent?*

c. **Action Project:** Develop a portfolio illustrating the development of your leadership skills through your FHA/HERO involvement. The portfolio might include a listing of your involvement on committees, as a chapter officer, or in Regional STAR Events. Videotapes, written observation records from your teacher or peers, and self-reflection activities such as journal entries or experience summaries might also be included. At the conclusion of the semester, share your leadership portfolio with your parent(s).

d. **FHA/HERO:** Conduct your first chapter meeting to elect officers, such as those listed below, and establish committees for various chapter projects including planning activities to enrich class content, fulfill requirements for a state or national project relating to children and parenting, participate in Star Events, or learn more about FHA/HERO. Compile your ideas into a chapter activities plan.

(1) President: Run class meetings and represent class on school FHA/HERO Executive Council, if applicable
(2) Secretary: Take class attendance each day, keep records of class meetings, and write thank-you notes to guest speakers
(3) Treasurer: Write receipts for money collected, and keep records of money making projects
(4) Public Relations Officer: Make posters to publicize class-chapter events, and write news articles about FHA/HERO activities

Discussion Questions
- *Why is your FHA/HERO chapter an important part of your Parenting class?*
- *What skills developed through FHA/HERO involvement would also be important to being a good parent?*

e. **FHA/HERO:** Read **FHA/HERO Planning Process** (p. 87). Use the steps to plan a class activity relating to content, FHA/HERO purposes, FHA/HERO state projects, community service, etc. As a group, brainstorm ideas and set the goals. Decide what committees will be needed to make plans for the activity. Choose a committee on which you would like to be involved and make plans, which will be presented and voted on at the next chapter meeting. When committee reports are adopted, use the **Planning Sheet** (p. 88) to work out details.

f. **Action Project:** Complete a Step 1 or Power of One project to learn more about FHA/HERO or participate in chapter, district, regional, state, and national FHA/HERO activities to earn Action Project hours.

g. **Action Project:** Choose a decision-making group in your community such as a school board or city council. Attend one or more meetings of the group and observe the way that the group makes decisions and takes action on community issues. Using your observations, answer the questions below. Make an oral report to the class about your experience.

(1) What issues were before the group? How might those issues affect parents in your community?
(2) Identify solutions being proposed. Explain the pros and cons of each solution.

(3) How did the group go about resolving conflict or taking action on issues?
(4) How is the public policy-making you observed similar to and/or different from the policy-making that occurs within families?

4. Cooperation

a. In small groups, brainstorm words that you think of when you hear the word *cooperation*. Share your list of words with the class. Read **Cooperative Skills** (p. 89) and highlight words that appear on your brainstormed lists. As a class, develop a definition for the word *cooperation* and post it in the classroom. Explain why cooperation is important to your Parenting class, to parents and children, to families, and to communities.

Discussion Questions

- *What are the consequences of cooperative actions? Uncooperative actions?*
- *Why are cooperative skills important to parents? Families? Schools? Communities?*
- *What cooperative skills do you possess now? Which would you like to develop further?*
- *What are examples of situations in which cooperation is not the best action?*
- *What criteria can you use to determine whether cooperation is desirable?*

b. Read **Cooperative Learning Group Roles** (p. 90-91).

c. As you complete cooperative learning activities throughout the course, use the **Cooperative Team Self-Assessment Form** (p. 92) to evaluate your skill in cooperating as a group.

d. Collect examples of good cooperation involving parents and children and post them in the classroom. Examples might include newspaper or magazine articles or written summaries of television programs or literature. As each example is contributed, explain how the situation shows what cooperation between parents and children can achieve.

Teacher Note: This assignment could be ongoing throughout the Parenting course. Students could be given rewards or participation points for contributing articles or summaries to the display.

Assuming a Leadership Role

Assessment

Paper and Pencil

1. Identify at least three ways to be a responsible citizen in each of the following settings: at home, at school, at work, and in the community.

2. Given case studies of families, student organizations, and work groups, describe the visions and goals of each group.

3. Given examples of cooperative and uncooperative actions, identify the consequences of each action for those involved.

4. Identify at least five behaviors that can be used to cooperate with others to achieve group goals.

5. Given a case study, use the planning process to achieve individual and group goals.

Classroom Experiences

1. After listening to a panel discussion of parents in leadership roles, write a paragraph about the meaning of leadership using vocabulary words given in class. Describe how the parents on the panel represent your concept of leadership.

2. Interview parents to determine how their role compares to that of a leader. Summarize your findings and share them with the class.

3. In small groups, develop role-play situations of parents taking action with regard to different types of leadership styles. Perform your role-plays for the class. Identify the consequences of each leadership style.

Application to Real-life Settings

1. Choose a leader in the family, workplace, community, or any other setting related to parenting issues. Follow the leader as he or she performs duties related to his or her leadership role. Interview the leader to determine how he or she became a leader. Reflect on the leadership skills you observe by writing a report.

2. Develop a portfolio illustrating the development of your leadership skills through your FHA/HERO involvement. The portfolio might include a listing of your involvement on committees, as a chapter officer, or in Regional Star Events. Videotapes, written observation records from your teacher or peers, and self-reflection activities such as journal entries or experience summaries might also be included. At the conclusion of the semester, share your leadership portfolio with your parent(s).

3. Choose a decision-making group in your community such as a school board or city council. Attend one or more meetings of the group and observe the way that the group makes decisions and takes action on community issues. Make an oral report to the class about your experience.

Baker's Dozen Leadership Vocabulary

For each word listed below, write a definition in your own words in the second column. Then write the dictionary definition in the third column. In the last column, write a final definition that best explains what this word means to you.

Word	My Definition	Dictionary Definition	Final Definition
Leadership			
Cooperation			
Role model			
Integrity			
Organized			
Citizenship			
Goals			
Empathy			
Communication			
Respect			
Ethical			
Delegate			
Democracy			

Leadership Quotes

Leaders aren't born; they're developed, almost completely by their own effort.

You can't lead anyone farther than you yourself have gone.

He who is able to face the music, may someday lead the band.

Leadership is service, not status.

Leadership is the process of helping people do the worthwhile things they want to do.

Those who lead, follow.

He that has learned to obey will know how to command.

You can be a leader if you have the determination to develop the abilities that make a leader.

No one knows what a leader can do until he or she tries.

The ten most important two-letter words: "if it is to be, it is up to me."

The journey of a thousand miles begins with one step.

Behold the turtle: He makes progress only when he sticks his neck out.

Develop the ability to discover the ability in others.

No one will believe in you unless you believe in yourself first.

Being a Leader as a Citizen

A responsible citizen fulfills certain responsibilities in ways that are best for self and others. Being a leader as a citizen means going beyond fulfilling responsibilities to lead others to action or change that impacts others in the group in a positive way. Such leadership can occur in families, at school, at work, or in the community. Examples of citizenship behaviors and leading behaviors as a citizen follow. Read the examples in each category and add an example of your own. Share your responses with the class. Then answer the reflection questions using the back of this page.

Being a Citizen	Being a Leader as a Citizen
In a family Making sure toys selected for young children are safe Purchasing foods for the family that have little packaging to reduce the amount of trash My example:	**In a family** Contacting a legislator to express your opinion about pending product safety legislation for toys Writing a company that produces consumer products to ask their cooperation in reducing packaging My example:
In a school or work setting Following the school dress code Organizing the family schedule to avoid missing or being late to work My example:	**In a school or work setting** Recognizing the need to change the dress code and organizing students to meet with the principal about changing the policy Proposing a change in work policies to allow flexible work time to accommodate family responsibilities My example:
In a community setting Stopping lawfully at a stop sign while driving a car Voting in a local election My example:	**In a community setting** Recognizing the need for a stop sign in the neighborhood and petitioning the city government for stop sign placement Researching candidates running for office and volunteering to assist in campaigning for the candidate you support My example:

Questions for Reflection

- What are the differences between the actions described in the first column and the actions described in the second column?
- What are the similarities?
- What are the consequences of behaving as a responsible citizen, but not assuming any roles as a leader?

Introducing Action Projects

Action Projects are opportunities for you to apply what you have learned in Parenting class to real-life settings—in other words, to put what you have learned into ACTION. You will choose your own Action Project based on your interests and needs.

The first step in completing an Action Project is to plan the project. You may seek the help of parents, classmates, teachers, and community members, depending on the focus of your project. Begin your planning by identifying a practical problem on which you would like to take action. The problem must be related to Parenting topics. Some sample problems are identified below. Additional examples of Action Projects will be given throughout the Parenting course.

Practical Problem Related to Parenting Topic	**Possible Action**
How should a parent go about caring for an infant?	Volunteer to help a new parent in caring for an infant.
How should a parent meet a child's needs for play and activities?	Create a game, toy, or learning activity for children. Play with a child using what you have developed.
What should be done to prevent child abuse?	Gather and compile information about local services available for abusive parents and abused children.

Student Responsibilities for Action Projects	**Teacher Responsibilities for Action Projects**	**Parent or Adult Mentor Responsibilities**
1. The project must take a minimum of 15 hours of time to complete. You may choose one practical problem as your focus or a combination of two or three depending on your interests and needs.	1. Meet with each student to plan the project and check progress.	1. Meet with the student to plan the project. Sign the completed Action Project Planning Form.
2. The project must be completed and all work turned in by _______________ _______________________________.	2. Be available to visit the project site if needed for hold progress conference with the responsible adult.	2. Suggest resources when needed.
3. Ask for help when needed.	3. Suggest helpful resources when needed.	3. Check progress of project.
4. If you need to make changes in your original plan for the project, discuss these changes with your teacher and your parent or adult mentor.	4. Assist the student in evaluating the Action Project.	4. Assist in evaluating the completed project.
5. Complete the **Action Project Planning Form** (p. 81) and the **Action Project Assessment Form** (p. 82).	5. Keep parent or adult mentor informed of progress.	
6. Keep parent or adult mentor and your teacher informed about your project.		
7. Present the results of your project in a five minute presentation to the class.		

Action Project Planning Form

Name ______________________________

Grade ______________ School Year ______________

Course ______________________________

Project Time Line:

Initial Conference with Teacher ______________

Signed Planning Form Due Date ______________

Date Project Started ______________

Checkpoint Date ______________

Date Project Completed ______________

Conference Held ______________

Oral Presentation Date ______________

Project Due Date ______________

Practical Problem Statement:

Project Description:

Goals of the Project:

Plan for Action:

Signature of Student: ______________________________

Signature of Parent or Adult Mentor: ______________________________

Signature of Teacher: ______________________________

Action Project Assessment Form

Description of Project:

Total Hours Spent on This Project: ______________________

On a separate sheet of paper, answer the questions below. Attach your responses to this form.

1. Why did you choose this project?
2. Did you accomplish your goals for this project? Why or why not?
3. What did you learn from this project?
4. How was the project of value to you, your family, and/or your community?
5. What did you well with regard to this project? What would you change if you did the project again?

Using the rating scale below, assign a rating to each of the statements. Then give this form to your parent or adult mentor and to your teacher to add their assessment. You may ask them to provide written comments on the back of this form.

4 = Strongly agree **3 = Agree somewhat** **2 = Disagree somewhat** **1 = Strongly disagree**

	Student Assessment	**Parent or Adult Mentor Assessment**	**Teacher Assessment**
A. The project was of value to the student and others.	________	________	________
B. The project was a good use of the student's time.	________	________	________
C. The student planned the project well.	________	________	________
D. The student accomplished all of the established goals for the project.	________	________	________
Total	________	________	________

Student Signature : ______________________________
Comments:

Parent or Adult Mentor Signature: ______________________________
Comments:

Teacher Signature: ______________________________
Comments:

Following the Leader

Children learn both acceptable and unacceptable behavior in a variety of ways. One way they learn is by modeling the examples set by those in leadership roles such as parents, other adults, and other children. Children often do what they **see** or **hear** their parents do rather than what their parents **say** to do.

The situations below describe a parent's behavior in front of a child. For each situation, suggest a behavior a child might exhibit that models the parent's action.

Situation	How Child Might Behave as a Result of Parent's Actions
1. The grocery store clerk gave Mrs. Tanner $5.00 too much change. She did not return the money. After leaving the store, she commented on how she got the best end of the deal.	
2. Mrs. Jennings frequently went late to her job and bragged about "goofing off" at work. After she was fired, she blamed it on her boss.	
3. Mr. Anthony became angry at his neighbor for making noise and keeping him up late at night. The next morning, Mr. Anthony confronted the neighbor, swore at him, and threatened to hit him if the neighbor disturbed him again.	
4. Mr. Donitelli asked his wife to say he is not home if the bill collector calls.	
5. Mr. Dubenski refused to help his wife clean the kitchen. He explained that was women's work.	
6. Mrs. Allen and her husband had a fight. She became so angry with her husband that she hit him. After he stormed out of the house, Mrs. Allen said he deserved it.	
7. Mr. Neal is in the habit of dropping his dirty clothes all over the bathroom. He expects his wife to pick them up.	
8. Mrs. Appleton is a finicky eater. She refuses to drink milk or eat vegetables and fruits. She rarely eats breakfast and prefers to snack on soft drinks and junk food.	
9. While listening to the news one night, Mrs. Sanderson complained loudly about the vote a legislator had made on a bill before Congress. When her son asked if she had voted for the legislator, Mrs. Sanderson replied that she hadn't voted at all.	

Parenting Leadership Styles

	Autocratic Style	Democratic Style	Permissive Style
Characteristics of Parents:	Keep (overuse of) power Impose will through rigid rules Allow little flexibility, freedom Use force, pressure and punishment Demand "respect" (fear) Make all decisions/rules; demand compliance Only one right way Ignored feelings	Share power Lead with kindness and firmness Treat others with respect; flexibility Treat kids as responsible, worthwhile human beings Encourage kids to make decisions, think for themselves Let kids be who they are, do things their way	Abdicate power No rules, structure; chaos results Allow too much freedom Believe they have no rights Absent (physically or emotionally), or are simply not interested
Feelings of Parents:	Superior and "in control" Untrusting of children Afraid of outside influences Lonely; low self-esteem Burdened with responsibility	In charge, yet flexible Respectful, cooperative Trusting of self & kids Sensitive to others' feelings High self-esteem	Powerless, out of control Confused and angry Disrespected Low self-esteem
Feelings of Children:	Powerless, out of control Untrusting, guilty Hostile and angry Dependent and submissive Afraid, unsafe Low self-esteem	Worthwhile, important Self-confident, self-respecting Trusted and respected Eager to cooperate Safe High self-esteem	Powerless, out of control Unloved Confused, discouraged Dependent, rejected Can't cope with routine Unsafe Low self-esteem
Characteristics of Children:	Lack a sense of personal responsibility Self-rejecting and lonely Compliant or defiant	Responsible, respectful Self-disciplined Self-determining Understand cause-effect relationships Can be friends, equals with parents	Don't respect feelings of others Think they have a right to do exactly as the wish Little awareness of social responsibility Have trouble with limits, yet hunger for them

Source: *The Winning Family: Increasing Self-esteem in Your Children and Yourself.* Celestrial Arts Publishing, 1993, by Dr. Louise Hart, community psychologist and national educator. 303-443-6105. As reprinted in Family Information Services, Minneapolis, MN 1994.

A Vision for Your Future Family

What were the important qualities of the family of your childhood? Circle the words that apply.

•performance • perfection • work • being "good"
• possessions • being who you are • adventure
• conformity • trust • authority • avoiding conflict
• a clan • house • friendships • travel• spontaneity
• rules • fun • love • choices • acceptance
• being obedient • thinking for yourself
• openness and honesty • being clean • being pretty
• being "nice" • being religious • connectedness
• integrity • family unity • taking care of yourself
• safety • pleasing others • isolation
• keeping down the pain • play • respect
• responsibility • self-protection • encouragement
• discouragement • risk-taking • care of others
• belonging • denial • being there for each other

Reflection Questions:

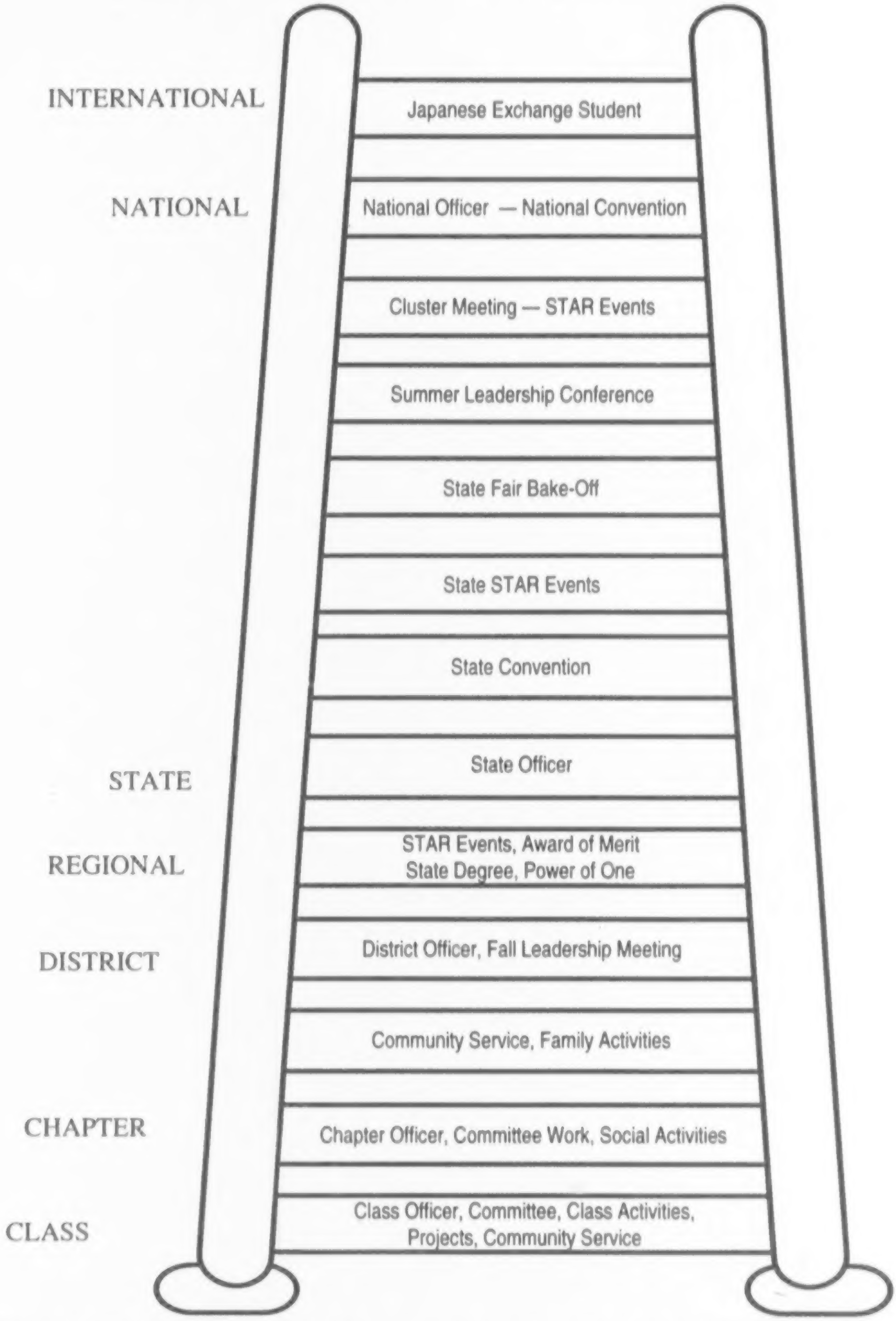
Which of these characteristics led to health and happiness for you and your siblings?

Which did not?

Which do you now choose for your own family?

Source: *The Winning Family: Increasing Self-esteem in Your Children and Yourself.* Celestrial Arts Publishing, 1993, by Dr. Louise Hart, community psychologist and national educator. 303-443-6105. As reprinted in Family Information Services, Minneapolis, MN 1994.

FHA/HERO Ladder of Opportunities


INTERNATIONAL
Japanese Exchange Student
NATIONAL
National Officer — National Convention
Cluster Meeting — STAR Events
Summer Leadership Conference
State Fair Bake-Off
State STAR Events
State Convention
STATE
State Officer
REGIONAL
STAR Events, Award of Merit
State Degree, Power of One
DISTRICT
District Officer, Fall Leadership Meeting
Community Service, Family Activities
CHAPTER
Chapter Officer, Committee Work, Social Activities
CLASS
Class Officer, Committee, Class Activities,
Projects, Community Service

FHA/HERO Planning Process

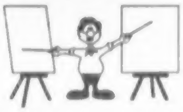
Identify Concerns
Check wish list
Choose top concern

Set Your Goal
Write it down

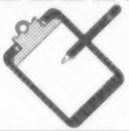
Form a Plan
Create detailed plan
Meet with advisor and/or evaluation team

Act
Carry out activities

Follow Up
Complete follow-up questions
Meet with advisor and/or evaluation team
Apply for state and national recognition



Planning Sheet



Goal	Activities	Timeline	Person Responsible	Resources Needed

Cooperative Skills

Working Together as a Team

- Setting mutual goals
- Planning group activities and rewards
- Sharing materials, information, and assigned tasks
- Identifying and resolving problems
- Assisting in reaching group consensus

Using Positive Communication

- Summarizing information and ideas for others
- Encouraging others
- Listening to ideas, opinions, and feelings
- Asking questions to clarify understanding
- Giving feedback to others

Fulfilling Individual Responsibility to the Group

- Contributing ideas, opinions, and feelings
- Giving and receiving compliments
- Supporting and helping others
- Completing assigned tasks

Assessment and Reflection

- Giving feedback about group progress and results
- Analyzing outcomes
- Finding out if the goal was reached
- Determining strengths and areas for improvement in cooperative skills

Cooperative Learning Group Roles

When a group works cooperatively, group responsibilities are shared by all group memnbers. The group roles identified below can be assigned to group members to help your group work together.

The leader . . .

✔ Keeps the group on task
✔ Identifies the goal
✔ Clarifies instructions
✔ Clarifies expectations
✔ Paraphrases comments of group members
✔ Maintains eye contact with everyone
✔ Monitors group progress
✔ Uses active listening
✔ Regulates the flow of conversation
✔ Gets feedback from each member
✔ Smiles
✔ Gives accepting answers
✔ Includes each person in the group
✔ Looks at each individual

The leader might say . . .

We still need to . . .
Let's get back to . . .
Is this what we all mean?
Do we all agree?
Could you clarify that for me?
Tell me in your own words.
Go over that once more.
Help me understand you.
What are the main points?
Are you sure?
Does everyone understand?
Are there any questions?
_____, could you explain that to ______?
Repeat what you just said.
Recorder, read what you have.
Say it in another way.

The recorder . . .

✔ Writes neatly
✔ Listens carefully
✔ Uses good grammar and spelling
✔ Comes prepared
✔ Organizes notes and records of meetings
✔ Knows what is to be recorded
✔ Knows what format is required
✔ Knows when to begin
✔ Knows who is reporting
✔ Knows who to give information to

The recorder might say . . .

What I hear you saying . . .
Is this correct?
Wait a minute. I need to finish the last statement.

Cooperative Learning Group Roles

The encourager . . .

- ✔ Maintains eye contact with group
- ✔ Smiles
- ✔ Makes sure group members:
  - Lean forward to be seen
  - Sit "eye to eye and knee to knee"
  - Use positive hand gestures
  - Have equal seating space
  - Face each other
- ✔ Acts as a positive role model
- ✔ Looks awake/keeps eyes open
- ✔ Gives pats on the back to group
- ✔ Uses thumbs up sign
- ✔ Acts as a peacemaker
- ✔ Makes positive statements
- ✔ Compliments group on progress
- ✔ Breaks the tension with a joke

The encourager might say . . .

Keep it up!
Good job.
You're on the right track.
Do you agree?
What do you think?
How do you feel?
_____, it's your turn.
Well, what do you say?
I really like the way you . . .
Good idea!
Let's keep going. We're about done.
We want to hear all the ideas.
Great! You got your part done!
Hey, when we get done we'll have some free time to talk.
We're going to have the best results in the class.
_____, what's your opinion?

The runner . . .

- ✔ Goes to get supplies
- ✔ Clarifies the directions with the instructor
- ✔ Returns leftovers
- ✔ Checks progress of other groups

The runner might say . . .

Where are the supplies?
How do I use the supplies?
What amounts of supplies are needed?
Where do the remaining supplies go?

The observer . . .

- ✔ Has supplies (paper, pen, etc.)
- ✔ Knows job of each member
- ✔ Records on a checklist for jobs
- ✔ Shows empathy

An observer might say . . .

I saw you . . .
I heard you . . .
I feel you were . . .

Cooperative Team Self-Assessment Form

Team Members: ______________________________

____

Project: ______________________________

Goal: ______________________________

Evaluate the efforts of your group in each of the areas listed by placing a check mark in the appropriate column.

	Excellent	Very Good	Needs Improvement	Poor
1. Participation of all group members	___	___	___	___
2. Effort to achieve group goal	___	___	___	___
3. Consistent progress toward group goal	___	___	___	___
4. Positive atmosphere while working together	___	___	___	___
5. Positive interaction with encouragement and helpfulness	___	___	___	___
6. Respectfulness toward all	___	___	___	___
7. Consistent attention to task	___	___	___	___
8. Clear communication in both speaking and listening	___	___	___	___
9. Effective conflict resolution	___	___	___	___
10. Management of time and other resources	___	___	___	___

Answer the questions below on the back of this page. What did your team do best?

- What are your strengths as a group? ______________________________

____

- How could your team improve in future projects? ______________________________

____

- What actions should you take to improve your cooperative skills? ______________________________

____

Assessing the Impact of the Parenting Role

CONTENT MODULE 1

Module Overview

Practical Problem: What should I do about becoming a parent?

Competency 6.0.1: Assess impact of the parenting role in society

Competency Builders:
6.0.1.1 Explore the diverse meanings of parenting*
6.0.1.2 Identify responsibilities of the parenting role*
6.0.1.3 Identify characteristics of positive parenting outcomes
6.0.1.4 Contrast relationship between personal expectations and actual parenting responsibilities
6.0.1.5 Identify rewards and challenges of parenting
6.0.1.6 Evaluate reasons for becoming a parent
6.0.1.7 Analyze how the parenting role changes lifestyles and other roles
6.0.1.8 Evaluate lifelong commitment necessary to be a responsible parent
6.0.1.9 Evaluate personal readiness for assuming the parenting role

*These competencies are also developed in each of the four process modules in this resource guide.

Supporting Concepts:
1. Meaning of parenting
2. Rewards and challenges of parenting
3. Changes in lifestyle
4. Lifelong commitment and personal readiness

Teacher Background Information

Rationale

Parenthood is a major social role in our society in which parents care for and socialize the next generation of citizens. The quality of family life rests largely on the energy, time, intellectual and emotional maturity, and resources of parents. Since positive parenting techniques ultimately result in healthy, well-adjusted members of society, it is in society's interest to encourage responsible childbearing.

The societal context for childbearing in the United States has changed markedly from the 1950s to today. For example, economic issues, social change, and the widespread use of birth control have affected social norms surrounding childbearing. Involvement of women in the labor force, increases in educational opportunities for women, improvements in health care resulting in reduced infant mortality, and reproductive and contraceptive technologies have influenced the decision to become a parent. Marriage as the acceptable context for childbearing has been challenged, the acceptable age range for childbearing has been expanded, and the decision to remain childless has emerged as an acceptable alternative for career-oriented couples.

These changes are evident in the demographics about childbearing. America's birthrate has fallen to an average of two children per marriage. There is a general trend toward postponing the first birth, especially among the most educated and economically able couples. In addition, there has been a dramatic increase in the number of unmarried women having babies. In 1990, twenty-eight percent of births were to unmarried women (U.S. National Center for Health Statistics, 1990). Many of these women are choosing to parent their children alone; many of them need financial support (McLanahan & Booth, 1989).

Thus, childbearing is occurring in a much more varied context today than in the past. Although social norms may operate to encourage or discourage entry into parenthood, it is more important than ever that young people examine their own values, beliefs, and goals as they relate to the desire for having children and the ability to meet the responsibilities of the parenting role.

Background

Expectations About Parenthood. Most Americans who choose to become parents have very definite expectations about this role. However, since our society has a tendency to romanticize parenting, many of these expectations may not be realistic. Parenting myths such as, "rearing children is fun," "children are sweet and cute," "children will turn out well if they have good parents," and "good parents can manage any child" are unrealistic expectations that may create dissatisfaction with the parenting role (LeMasters & DeFrain, 1989). The realities of parenting may cause new parents to become disillusioned or to feel inadequate. For some prospective parents, there is the expectation that having a baby is only a temporary inconvenience and that after a brief adjustment period, they will return to life as it was before the birth of their child. The unexpected "constancy of the care, the lack of sleep, the immediacy of an infant's demands, the loss of free time, and the strain on the marriage" are all mentioned as realities of parenting for which they were not prepared (Kalmuss et al., 1992).

Unfortunately, when expectations for parenting are not realized, feelings of disappointment or resentment may develop. Violated expectations in any role create dissatisfaction in that role and may affect satisfaction in related roles (Belsky, 1985; Kalmuss et al., 1992). In addition to satisfaction with parenting, marital satisfaction may also be affected. For most young couples this is an unexpected result, since many believe having a baby will strengthen their marriage.

Personal Readiness for Parenting. Personal readiness for parenting is hard to assess. The decision to bear a child is a complex one that involves social factors; personal needs, goals, and values; the needs and values of others in one's family; and a consideration of one's resources. For these reasons, such decisions differ among various cultural groups, educational groups, economic groups, and, within these groups, from one couple of childbearing age to the next. Though there is no one right or best scenario for having children, Brooks suggests that "when individuals have a clear sense of who they are, what they like, and how they relate to other people, when they can care for themselves and have established patterns of intimacy with the other parent, then they are ready to nourish a new life" (Brooks, 1990).

Since the quality of family life often depends on the physical, social, emotional, and intellectual readiness of parents, it is important for adolescents to be aware of the need to delay parenting until they have reached an appropriate level of readiness. Teenage parents face a multitude of negative consequences. In addition to health risks for teenage mothers and their babies, teenage parents are far more likely to drop out of school, thereby missing the opportunity to develop important skills to enter the world of work and become financially independent. An opportunity to examine several factors related to parenting readiness can help adolescents make responsible decisions regarding parenting.

- *Social factors* such as social expectations or norms for having or not having children at a certain age; norms about having babies outside of marriage; potential conflicts between other roles, especially the roles of student or worker, and the parent role; and pressures from family and friends to bear or not bear children.

- *Personal needs, goals, and values* related to one's religious beliefs, one's gender identity, the extent to which one endorses traditional or nontraditional gender-role expectations; and one's personality, especially characteristics that might be described as nurturant, optimistic, and caring. Erik Erikson, a clinical psychologist and theorist, believes that adults have a basic need to create and nourish new life. A large classic survey reported that the most frequent reasons for having children cited by men and women of all ethnic backgrounds, parents and nonparents alike, was a desire for love, interpersonal satisfactions, and close ties to others (Hoffman & Manis, 1979). Other reasons cited in this research were stimulation and excitement of watching children grow, a means of self-development, a way of achieving adult status, a sense of creativity and achievement, an expression of religious and moral beliefs, and economic utility.

- *Needs and values of others* may come into play. Marital partners may disagree about whether or not to have children or about the timing for having children. The demands of a first child who has some serious physical or mental challenge may influence the decision to have other children. The idea that having a child might save a marriage or bind a boyfriend into a permanent commitment are examples of how childbearing decisions are linked to other facets of relationships.

- *Costs* of parenthood are significant. In the past, children were considered an economic asset. They helped contribute to the family economy, and they were viewed as an insurance that there would be someone around to care for the parents as their economic productivity declined in old age. However, today children are valued more for their emotional and social contributions than for their economic contributions to the family. They require financial, emotional, and physical resources. In addition, the time and attention that are devoted to childrearing can be viewed as an opportunity cost in that this time and attention cannot be directed to other activities. Finally, children often introduce new tensions into the marital relationship and reduce the amount of time the couple has for intimate adult companionship when the child is not present. Couples need to be confident of the strength of their relationship and believe strongly in the values and satisfactions associated with having children in order to offset these costs.

Rewards and Challenges of Parenthood. The rewards and satisfactions of parenthood seem to vary over the life cycle as parenting responsibilities mesh with other life responsibilities and developmental issues. However, parenthood is consistently rated either first or second when surveys ask individuals about their most valuable life roles. The extent to which raising children is satisfying seems to depend on a number of factors. These include having a planned baby, a good relationship between spouses before the birth, and a father who is involved with the baby. When parents of young children are asked for their specific satisfactions, they are surprisingly uniform across studies: watching child's growth and development, their love for their child, their pride in their child's accomplishments, and their opportunity to share this role with their spouse. While most acknowledge that parenting is more demanding than they anticipated, they also report that they are more satisfied with the role than they expected. For most people, the satisfactions of parenting seem to outweigh the stresses and problems.

New parents in our society are typically unprepared for the parenting role. While many attend childbirth classes, very few prepare for the responsibilities of being a parent. It is difficult for prospective parents to anticipate their needs, to select appropriate parenting information, and to assess their skills in working with children. LeMasters and DeFrain (1989) have identified additional factors related to the lack of preparation. They suggest that high schools and colleges do not make such courses available, that parents today have grown up in relatively small families where they had little or no experience with younger children, and that the parenting role is unusually complex. An opportunity to examine the responsibilities of parenting, the realities of day-to-day life as a parent, and the way in which these responsibilities affect future goals is essential if adolescents are to make ethical decisions regarding parenthood.

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Assessing the Impact of the Parenting Role

CONTENT MODULE 1

Learning Activities

1. Meaning of parenting

a. Complete **My Thoughts About Parenting** (p. 109). In pairs, share your responses and make a list of statements you believe to be true about parenting. On the chalkboard, overhead projector, or poster, make a list of the statements you have identified as well as other statements you may have heard about parenting and what it means to be a parent, such as those listed below. As a class, predict which of those statements might be true and which might be *myths* (Suggested definition: an ill-founded belief held uncritically). Give reasons for your predictions. Explain ways to determine whether the statements identified are fact or myth.

(1) Parenting is a job that is fun.
(2) Parenting is hard work.
(3) Children are sweet, cute, and fun to be around.
(4) The rewards of parenting make all the effort worth it.
(5) Children will turn out well if they have good parents.
(6) Good parents can manage any child.
(7) Children's behavior can be easily managed with firm discipline.
(8) The role of a parent lasts a lifetime.
(9) Once you have a child, knowing how to be a parent comes naturally.
(10) Parenting is more difficult today than it was 50 years ago.

Discussion Questions

- *How did you go about deciding whether these statements were myth or factual?*
- *What kinds of information would help you continue to explain the meaning of parenting?*
- *Why do you suppose myths exist about parenting? What makes such myths so believable?*
- *What would happen if a person believed parenting myths to be true?*
- *What does a person need to believe about parenting in order to be a good parent?*

b. Using the list of statements about parenting from Activity 1a, interview a parent and ask them to identify which of the statements are true and which are myths. Ask them to share their experiences as a parent which confirm or refute the reality of various statements. In small groups, share your findings and identify similarities and differences in the parents' responses. Present a summary of your interview findings to the class.

Discussion Questions

- *Were there differences between what you believed to be true about parenting and what the parents you interviewed believed to be true?*
- *Why might these differences exist?*
- *Which beliefs seem to be most important? Why?*

c. **FHA/HERO:** Invite a panel of parents to class to explain the meaning of parenting and the role of parents. Divide the chapter into listening teams, such as those listed below. Based on your listening team assignment, create questions to ask the panel members. Following the panel discussion, summarize the information you learned related to your listening team assignment.

(1) Responsibilities of parenting
(2) Rewards of parenting
(3) Challenges of parenting
(4) Changes in lifestyle as a result of parenting
(5) Commitment necessary to be a parent
(6) Personal readiness for parenting

Teacher Note: The above parent panel is a central learning activity for this module. Please refer to suggestions for selecting panel presenters in the Introduction section of this resource guide. The information students receive through the panel discussion will be used throughout the remainder of this module.

d. **FHA/HERO:** Using the silhouettes developed in Activity 2c of Process Module 1: Managing Work and Family Responsibilities, information from the parents on the panel in the previous activity, and other available classroom resources, develop a list of the responsibilities of parenting. Create a display entitled, "Parenting: The Responsibility of a Lifetime." Feature the various responsibilities you have identified illustrated with drawings, pictures, or objects related to parenting. Place your display in a public area of your school building or in the community.

Discussion Questions

- *Why are these responsibilities important to the parenting role?*
- *What would happen if parents did not fulfill these responsibilities?*
- *What do parents need to believe in order to fulfill these responsibilities?*
- *What is the most difficult thing about fulfilling these responsibilities?*

e. Draw a circle on the chalkboard and label it, "Outcomes of Responsible Parenting." Draw four lines coming out of the circle, similar to the spokes of a wheel. Label the four lines, "Outcomes for Children," "Outcomes for Parents," "Outcomes for Schools and Communities," and "Outcomes for Society." In four small groups, choose one of the four areas of outcomes and generate a list of examples of outcomes of responsible parenting for that area. Write your list on the chalkboard. Examine the list as a whole and add other outcomes generated through class discussion.

Discussion Questions

- *What is responsible parenting?*
- *How does responsible parenting affect children? Parents themselves? The community? Society?*
- *What are the consequences of parenting that is not responsible?*

f. Read **A Parent's Gift** (p. 110). In cooperative learning groups, choose those gifts that your group believes are most important to the parenting role and create a poster illustrating those gifts. Explain the design and content of your poster to the class.

Discussion Questions

- *How do you feel feel about the term "gifts"?*
- *What is a parent's most important gift for his or her children? Why is this gift most important?*
- *What would happen if parents did not give these gifts to their children?*
- *What gifts have you been given from this list?*
- *Are a father's and a mother's gifts to children the same? Why or why not?*
- *What can we give as future parents that we may not have been given as children?*

g. Write a letter to yourself in your reflection journal about the kind of parent you would like to be.

h. **Action Project:** Develop a Bill of Rights for children. Conduct research as to what should be included in this bill of rights by interviewing community leaders involved in promoting the well-being of children and examining examples of lists of rights for citizens, people with special needs, or people from varying ethnic backgrounds. Create a special display using various media (music, visual arts, printed words, videotape, or photographs) illustrating your Bill of Rights. Share your display with the class, your school, and/or your community. Explain how your Bill of Rights will affect the role and responsibilities of parents.

2. Rewards and challenges of parenting

a. Write the following question on the chalkboard, "How does it feel to be a parent?" In small groups, use pictures, paper, and markers to create and illustrate a list of feelings related to being a parent. Share your lists and post them in the classroom. Read **How Does It Feel to Be a Parent?** (p. 111).

Discussion Questions

- *Which of the feelings identified would you consider to be negative? Positive? Why?*
- *Is it normal to have negative feelings as a parent? Why or why not?*
- *What causes the wide variety of feelings parents experience?*

b. **FHA/HERO:** Observe parents and children together and take photos illustrating the unique feelings and responsibilities of parenting. Enter the Discover Parenting Photography Contest sponsored by United Services of Effective Parenting of Ohio (USEP-OHIO). Bring your photos to class and select several to be submitted to USEP-OHIO Discover Parenting Photo Display.

Teacher Note: Activities 2a and 2b are suggested as part of the Discover Parenting project. A Discover Parenting handbook is available from United Services for Effective Parenting of Ohio, 4245 Donlyn Court, Columbus, Ohio 43232. Phone number 614-868-8600 or 1-800-262-4KIDS. Pre-registration for the project is usually due in January, with photos submitted in March. Check the handbook for official deadlines for participation in the project.

c. View a videotape about parents facing the challenges of parenting. Form small groups and list the challenges and rewards of parenting as experienced by the parents on the tape. Use the questions below to guide your analysis. Share your list with the larger group and compile a list of rewards and challenges on the chalkboard. View **Costs and Rewards of Parenting** (p. 112). Review your findings about rewards and challenges from the parent panel held in Activity 1c and compare these findings with your chalkboard list and the ideas on the handout.

(1) What are the rewards of parenting as experienced by the parents on the tape?
(2) Are these rewards common to all parents? Why or why not?
(3) What special challenges did these parents face?
(4) Are these challenges similar to or different from those faced by most parents? Why or why not?
(5) Were you surprised by any of the rewards or challenges faced by these parents? Why or why not?

Discussion Questions

- *Why is it important to be aware of the challenges of parenting as well as the rewards?*
- *Why might it be difficult for some parents to experience the rewards of parenting?*
- *Which of the challenges of parenting come from outside the family? Which come from within the family?*
- *How can future parents prepare for the challenges that parenting brings?*

d. In cooperative learning groups, choose an age of child listed below, and research the costs of meeting the needs of that child for one year. Include costs such as food, clothing, housing, medical care, education, transportation, special toys or equipment, and entertainment. Research methods such as textbooks, articles, local advertisements for goods and services, and parent interviews could be used. Present your findings to the class. Summarize the expenses on a poster. As a class, use the posters completed by each group to compile the costs of raising a child from birth to age 18.

(1) Prenatal
(2) Infant
(3) Toddler
(4) Preschooler
(5) School-age child
(6) Teenager

Discussion Questions

- *Were these costs more or less than you expected?*
- *Why should those considering parenthood be aware of these costs?*
- *Are there ways these costs can be reduced?*
- *What are the implications of your findings for two-parent families? Single-parent families? Parents who are unemployed?*

e. **Action Project:** Research media messages about parenting. Watch television programs and record roles the parents play, responsibilities of the parents in those roles, and the costs and rewards of the parenting experiences. Write summaries of the media messages about parenting portrayed in your findings. Then interview real-life parents to determine whether or not these messages are accurate. Write a paper or make an oral presentation to the class explaining the consequences of media messages on present and future parents.

3. Changes in lifestyle

a. Imagine a time in your life when you had to make a big adjustment due to change. Some examples might be situations listed below. Bring in an item to class that represents one of those major changes you have experienced. In pairs, share your item and describe how it represents making an adjustment to change. As a class, make a list of changes in lifestyle experienced by people who have just become parents. Compare this list to those changes noted by the members of your parent panel in Activity 1c. Discuss the similarities and differences between the changes you have experienced and the changes involved in becoming a parent.

(1) Move to a new city
(2) Change in job responsibilities
(3) New family member
(4) New grade in school
(5) New friend or loss of an old friend

Discussion Questions

- *What feelings often accompany major changes in lifestyle? Which of these feelings will parents most likely face?*
- *What kinds of adjustments will parents most likely need to make as they face these lifestyle changes?*
- *What resources can help parents as they make these adjustments?*

b. In pairs, complete **Parenting Adjustments** (p. 113). Your responses may have included some of the adjustments listed below. Choose one of the changes in lifestyle you identified on the handout and research further information related to that adjustment. Collect and display current newspaper and magazine articles related to the topic. Interview parents about whether they have or have not had to make such as adjustment. Share your findings with the class.

(1) Limits on personal freedom
(2) Frustrating and confusing feelings
(3) Changes in relationships
(4) Limited social life
(5) Child brings parents closer to their parents
(6) Changes in siblings lives
(7) Loneliness and isolation from spending time alone with child
(8) Pressure to provide quality time
(9) Physical exhaustion

c. **Action Project:** Volunteer to assist a new parent. Your duties might include caring for the infant, running errands, or helping with household chores. Keep a journal recording your activities. Following the experience, write a paper summarizing the adjustments you would need to make in order to become a parent.

4. Lifelong commitment and personal readiness

a. Using resources, research the definition of *commitment* and write it on the chalkboard. List examples of commitments you have made in your life. Share your examples with the class and compile a list of these commitments on the chalkboard. Examples might include the commitments listed below. Compare these commitments to the commitment needed to be a parent.

(1) Member of a team
(2) Job
(3) Friendship
(4) School
(5) Male/female relationship
(6) Family relationship
(7) Organization membership

Discussion Questions
- *How does it feel to make a commitment?*
- *What responsibilities are involved in each of the commitments you currently have?*
- *What are the advantages and disadvantages of making commitments?*
- *What happens when a person makes a commitment that he or she cannot keep?*
- *What happens when a person makes too many commitments?*
- *Why is it important to consider the commitment involved in being a parent before deciding to become a parent?*
- *How might levels of commitment to parenting vary?*

b. **FHA/HERO:** Invite a couple to class who have recently had their first child. Prior to their visit, explain the focus of their discussion as being around the topics listed below. On the day following the discussion, write two paragraphs: the first summarizing how commitment contributes to successful parenting, and the second summarizing what should be considered when deciding personal readiness for parenting. Share your paragraphs at a chapter meeting.

(1) Commitment to the marriage
(2) Commitment to the child
(3) Similarities and differences between male and female commitments to parenting

(4) Criteria to determine readiness for parenting
(5) Effect of commitment to family on a job
(6) Effect of commitment to job on the family

c. Design a bulletin board entitled, "Why Parenthood?" In small groups, list reasons people decide to become parents. Compare your list with the reasons identified on **Why Do People Become Parents?** (p. 114). Share your list with the class and determine which reasons are sound reasons to become a parent and which reasons you would consider to be unsound. Identify and explain the criteria you used to determine which reasons were sound. Feature your list of sound and unsound reasons on the bulletin board.

Discussion Questions

- *What are the consequences of becoming a parent for sound reasons? Unsound reasons?*
- *What reasons support successful parenting?*
- *What does a person need to believe about parenting in order to become a successful parent?*

d. Hold a suggestion circle to address the question, "What should I consider when deciding if I am ready to be a parent?" Compile the suggestions and compare them to the criteria identified on **Parenting Readiness** (p. 115). In small groups, write and perform skits to illustrate the different areas of readiness.

Discussion Questions

- *Which of these criteria are most important? Least important? Why?*
- *Do many people consider these criteria before choosing to be a parent? Why or why not?*
- *Why is it important to consider these criteria when making a decision about whether or not to become a parent?*
- *Would you say most people your age are ready to become parents? Why or why not?*

e. **FHA/HERO:** Invite a speaker to class who works in a school or community program serving teenage parents. Divide the chapter into listening teams, assign one of the topics below to each listening team, and create questions to ask the speaker regarding the topics. Following the speaker's presentation, summarize the information given on your assigned topic. Design a community service project to address teenage pregnancy issues, such as a teenage pregnancy prevention awareness week at your school or a project to help teen parents balance the responsibilities of parenting, school, and work.

(1) The scope of the teenage pregnancy problem–national, state, and local statistics
(2) Consequences of teen pregnancy for children, teen parents, families of teen parents, and the community
(3) Special challenges faced by teen parents
(4) Community resources available to help teen parents

Discussion Questions

- *What are the consequences of becoming a parent too soon?*
- *Based on the criteria you explored in Activity 4e, is it possible for a teenager to be ready for parenthood? Why or why not?*
- *What are the consequences of considering readiness factors before becoming a parent?*

f. Write an entry in your reflection journal about your readiness for parenting. Incorporate the use of the criteria on **Parenting Readiness** (p. 115). Use the questions below to guide your reflection.

(1) How would my partner and I decide whether or not we were ready to parent?
(2) What type of lifestyle would I like to have? Does having a child fit into that lifestyle?
(3) What rewards and challenges will I be faced with as a parent? Will I be able to enjoy the rewards as well as face the costs and challenges of parenting?
(4) Would I be able to assume the responsibilities involved in the parenting role?

g. **Action Project:** Design a pamphlet entitled, "How Do You Know You Are Ready to Be a Parent?"

h. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about the importance of the parenting role in society; the responsibilities, rewards, and challenges of that role; and the criteria for parenting readiness. Add behaviors to your continuum that illustrate how prospective parents can support the development of children as they make a decision about parenthood. Example behaviors are listed below. Then list behaviors of prospective parents that might constrain development of children.

(1) Consider the criteria for parenting readiness
(2) Make sure reasons for becoming parents are sound
(3) Be familiar with the responsibilities of parenthood
(4) Be aware of the changes in lifestyle associated with parenting

Assessing the Impact of the Parenting Role

Discussion Questions

- *How can the actions of a prospective parent support the development of their future children? Constrain that development?*
- *How are these behaviors related to successful parenting?*

Assessment

Paper and Pencil

1. Identify at least five responsibilities of the parenting role.

2. Identify at least five outcomes of positive parenting .

3. Identify at least three rewards and three challenges of parenting.

4. Given reasons for becoming a parent, evaluate which reasons are sound and which are unsound, by explaining the consequences of becoming a parent for each reason.

5. Write a paragraph explaining at least three ways that the parenting role changes lifestyles and other roles.

6. Write a paragraph explaining the commitment necessary to be a responsible parent.

7. Write a paragraph explaining personal readiness for assuming the parenting role.

Classroom Experiences

1. In cooperative learning groups, choose those gifts that your group believes are most important to the parenting role and create a poster illustrating those gifts. Explain the design and content of your poster to the class.

2. In cooperative learning groups, choose an age of a child and research the costs of meeting the needs of that child at that age for one year. Include costs such as food, clothing, housing, medical care, education, transportation, special toys or equipment, and entertainment. Present your findings to the class on a poster.

3. In pairs, choose an adjustment related to becoming a parent. Collect and display current newspaper and magazine articles related to the topic. Interview parents about how whether they have or have not had to make such as adjustment. Share your findings with the class.

4. In small groups, write and perform skits to illustrate the different areas of readiness for parenthood.

Application to Real-life Settings

1. Develop a Bill of Rights for children. Conduct research as to what should be included in this bill of rights by interviewing community leaders involved in promoting the well-being of children and examining examples of lists of rights for citizens, people with special needs, or people from varying ethnic backgrounds. Create a special display using various media (music, visual arts, printed words, videotape, or photographs) illustrating your Bill of Rights. Share your display with the class, your school, and/or your community. Explain how your Bill of Rights will affect the role and responsibilities of parents.

2. Research media messages about parenting. Watch television programs and record roles the parents play, responsibilities of the parents in those roles, and the costs and rewards of the parenting experiences. Write summaries of the media messages about parenting portrayed in your findings. Then interview real-life parents to determine whether or not these messages are accurate. Write a paper or make an oral presentation to the class explaining the consequences of media messages on present and future parents.

3. Volunteer to assist a new parent. Your duties might include caring for the infant, running errands, or helping with household chores. Keep a journal recording your activities. Following the experience, write a paper summarizing the adjustments you would need to make in order to become a parent.

4. Design a pamphlet entitled, "How Do You Know You Are Ready to Be a Parent?"

My Thoughts About Parenting

Write responses to the questions below. There are no right or wrong answers.

1. What is a good parent?

2. What is it like to be a parent?

3. What are children like?

4. What is the easiest thing about being a parent?

5. What is the most difficult thing about being a parent?

6. What is the most important thing parents do for their children?

7. Why are parents important to children and to families?

8. Why are parents important to schools, workplaces, and communities?

9. Today's parents are the same as parents of 100 years ago because . . .

10. Today's parents are different than parents of 100 years ago because . . .

A Parent's Gift

Gold and silver have I none.
What gift can I give my daughter and son?

I can endow them with a sense of worth.
I can deepen their inner security by developing self-esteem.
I can encourage natural talents and specific qualities.
I can show an understanding of other culture and other peoples.
I can stimulate their sense of adventure.
I can present to them a wide variety of experiences.
I can feed their natural curiosity.
I can help them to develop an awareness of all life around them.
I can enrich their vocabulary.
I can talk with them of many things, as opposed to talking "at" them.
I can listen to them and welcome their unique expression of ideas.
I can read to them from fact and fancy, poetry and prose.
I can sing with them old songs and new.
I can ignite the spark of their creativity.
I can kindle their imagination.
I can accept their new ideas.
I can appreciate their efforts.
I can provide them the raw materials with which to work.
I can give them time to dream.
I can mold their character.
I can set a worthy example for them to follow.
I can motivate them toward achieving honest goals.
I can be reverent and hold certain values sound.
I can laugh with them when life tests us.
I can offer them love.

Adapted from H. G. Westlake and D. G. Westlake. *Relationships and Family Living*. St. Paul, Minnesota, EMC Publishing, 1992.

How Does It Feel to Be a Parent?

According to a survey completed by 702 Ohio high school students, parenting feels . . .

Aggravated ambitious angry anxious bad broke challenging comforting compassionate competitive complete concerned contented courageous curious delightful depressed difficult disappointing discouraging disenchanted disgraced disgusted disillusioned dissatisfied distressed distrustful doubtful eager embarrassed empathetic empty encouraged energetic enlightened enthusiastic enviable exciting exhausting fearful flabbergasted forgiving free friendly frustrated fulfilled infuriated gentle good grateful gratified guilty happy hard hateful helpless honest hopeful hopeless humiliated humorous ignorant impatient imprisoned inadequate interesting irritated joyful kindly lonely lovely lucky mad mature mean meek miserable mistreated misunderstood mutual natural, needed neglected nervous nice obsessed overprotective overworked painful paranoid patient peaceful perplexed pitiful pleasurable pressured proud regretful relaxed relief remorseful resentful respectful responsible rewarded sad satisfied scared secure selfish shameful shocking solemn sorrowful sorry stressed superior surprised suspicious sympathetic tender tense thoughtful tired trusting truthful uncertain unhappy unsure upset uptight used wanted warm wishful wonderful worried

Source: United Services for Effective Parenting of Ohio (USEP-OHIO). *Discover Parenting*. 4245 Donlyn Court, Columbus, Ohio 43232 (1-800-262-4KIDS). 1991.

Costs and Rewards of Parenting

Raising children involves both rewards and costs. When parents are mature and ready to assume the responsibilities of parenting, they are usually willing to make the necessary sacrifices. However, when parents are too young or not ready to take on responsibility for children, the costs may be very high.

Parenting Costs

Social:	Dealing with changes in lifestyle; less time for self, spouse, friends
Emotional:	Providing constant, unconditional love and support over the child's lifetime; balancing nurturing with discipline and structure
Intellectual:	Making parenting choices about complex problems, managing resources necessary for parenting
Physical:	Experiencing pregnancy and delivery; meeting the physical demands of 24-hour care, maintaining high levels of energy for caring for children
Financial:	Buying food, clothing, and supplies as well as planning for large expenditures; providing a place to live and appropriate insurance
Occupational:	Managing effects on career; dealing with added stress

Parenting Rewards

Happiness and enjoyment
Continuation of family ties
Pride in children and the parent-child relationship
Contentment
Tenderness and love
Sense of constant adventure
Participation in activities with children
Sense of purpose in life
Sense of positive influence over another individual
Sharing life experiences

Parenting Adjustments

Being a parent is a 24-hour job and will have a BIG effect on other roles such as spouse, employee, and friend.

With a partner, discuss and list at least five adjustments in each of the following categories. Then answer the questions below. Share your responses with the class.

Emotional

1.
2.
3.
4.
5.

Financial

1.
2.
3.
4.
5.

Physical

1.
2.
3.
4.
5.

Social

1.
2.
3.
4.
5.

Reflection Questions

- Which of these adjustments would be most difficult to make? Easiest to make? Why?

- What resources could parents use to help them in making these adjustments?

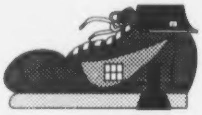
- What would happen if parents were unable to make these adjustments?

Why Do People Become Parents?

Many factors contribute to the desire to have children, including one's personal beliefs and values, social customs, practical considerations, and even unconscious needs.

Some common reasons for having children are the desire to

1. Experience having a baby–pregnancy, delivery, caring for a child
2. Produce someone like oneself
3. Create a unique human being
4. Prove one's feminity and masculinity
5. Live on in the future through one's children
6. Create a family



Some social and cultural reasons influencing whether or not to have children are to

1. Yield to pressure from family, friends, and society to conform
2. Make one's parents happy as grandparents
3. Feel more needed and important in the home
4. Have children to care for one in one's old age
5. Have a child for religious reasons, to carry on religious traditions

Some psychological reasons for having children include the desire to

1. Attain independence from one's own family
2. To make a child an extension of oneself
3. For companionship, entertainment, and stimulation from children
4. Achieve a sense of accomplishment, pride, importance, and/or power
5. Make up for one's own unhappy childhood by being a good parent to one's own child
6. Relive a happy childhood by providing a similar experience for one's own child
7. Get back at one's parents by showing them that one can raise one's children better than he or she was raised
8. Fulfill needs for interdependency–needing and being needed
9. Try and strengthen or enhance the marital relationship

Adapted from materials from *Sex Education: Teacher Guide and Resource Material.* Santa Cruz, CA: ETR Associates. For information about other related material call 1-800-321-4407.

Parenting Readiness

One of the most important life decisions is whether or not to become a parent. The criteria below can help when judging readiness for parenthood.

Relationship Between Prospective Parents

- Do you have a mutually satisfying relationship?
- Have you established good patterns of communication?
- Are there issues of inequality in roles or tasks to be resolved?
- Have you considered the changes that will occur as a result of parenting?
- Have you thoroughly considered the commitment involved in parenting?
- Do you agree that you are both ready to become parents?

Desire for and Attitude Toward Parenthood

- Does having a baby fit with your long-term goals regarding career and family?
- Are you willing to spend less time on yourself and your social interaction with friends in order to have time to care for a child?
- Are you ready to postpone some personal priorities to meet the needs of the child?
- Do you like children?
- Would you like having your own children around all of the time?

Emotional Factors

- Do you have positive self-esteem?
- Do you have the patience to deal with the all-day and all-night responsibility of caring for children?
- Would you get angry and take things out on your children if you became upset over something that they might have done?
- Do you have the ability to face problems and challenges with a positive attitude?

Physical Factors

- Are you in good physical condition?
- Do you have good health habits?
- Do you have significant levels of energy to care for children?

Material Resources

- Are you financially prepared for parenting?
- Will parenthood curtail a portion or all of your income?
- Do you have appropriate living space for a child?

Managerial and Coping Skills

- Do you have the skills necessary to manage a variety of resources for parenting?
- Do you have appropriate systems of support?
- Are you able to solve problems in ways that are best for self and other?

Knowledge of Child Development and Care

- Do you have a genuine interest in caring for children?
- Do you have an understanding of the needs of infants and children?
- Would you enjoy being with children?
- Is it easy for you to talk to children?
- Would you be able to show love to a child under all circumstances?

Growing Within the Parenting Role

Module Overview

Practical Problem: What should I do about becoming a parent?

Competency **6.0.2:** Value responsibility for personal growth within the parenting role

Competency Builders:

6.0.2.1 Analyze effect being a parent has on self-formation
6.0.2.2 Identify strategies for balancing care of self and children
6.0.2.3 Develop strategies for dealing constructively with feelings and changes that occur within the parenting role
6.0.2.4 Identify interrelationship of parenting and career choices and goals
6.0.2.5 Develop strategies for sharing parenting roles
6.0.2.6 Develop strategies for lifelong learning of parenting skills and responsibilities

Supporting Concepts:

1. Personal growth within the parenting role
2. Sharing parenting roles
3. Care of self and children
4. Parenting and career choices and goals

Teacher Background Information

Rationale

Much has been written about the developmental stages of children–the milestones of learning to walk, talk, and think abstractly, for instance, are widely recognized. This developmental perspective may also be applied to parenting. As children grow and develop, parenting requires different tasks and parents themselves may face different developmental milestones and have varying developmental needs. To further complicate the developmental stages of parenting, issues such as the conflict between work and parenting, the changing roles of men and women, and the need to balance caring for children and caring for self may frustrate parents as they attempt to fulfill parenting responsibilities.

Parenting and learning to be a parent are complex, life-altering challenges that once begun are never ending. Parents are faced with complex decisions and multiple sources of information. Child-rearing experts may disagree among themselves about "best" techniques. The emphasis on the impact of parenting on children tends to make parents feel anxious and guilty about their performance (Lamanna & Reidman, 1987). Because of the increasing complexity of our society, a parent may need to consider attitudes and techniques that are different from those of his or her parents. Parents who view the parenting role as a life-long learning experience and who see parenting problems as opportunities for growth, foster not only the development of their children, but their own sense of self and personal development.

CONTENT MODULE 2

Growing Within the Parenting Role

Background

Self-formation is a lifelong process of maturing that involves the development of concepts and reasoning skills. As indicated by Marjorie Brown and Beatrice Paolucci (1979), self-forming individuals are what they make of themselves–they form their futures by their actions. Self-forming individuals take responsibility for fostering their development by recognizing and creating opportunities for personal growth. Maslow (1968) refers to a similar concept as self-actualization. Self-actualizing individuals are intrinsically motivated and have a strong sense of their values. Maslow's later works also indicated that self-actualizing individuals are those who have a sense of giving back to the larger community and helping others. Since the development of the sense of self is influenced by personal interaction with others and the environment, it follows that the role of being a parent would have an important effect on the parent's self-formation, as well as the development of the child.

Lamanna and Reidman (1987) suggest several stages of parenting, which trigger changing developmental needs of parents. These stages, further explored on **Parenting as a Growth Process** (p. 135), include

- Being a new parent
- Parenting school-age children
- Parenting adolescents
- Parenting adult children
- Grandparenting

Related to the development of parents are Anderson, Thomas, Getahun, and Cooke's (1992) levels of parents' perspective on the parent-child relationship. These levels, which influence how a parent interacts with their children, are as follows:

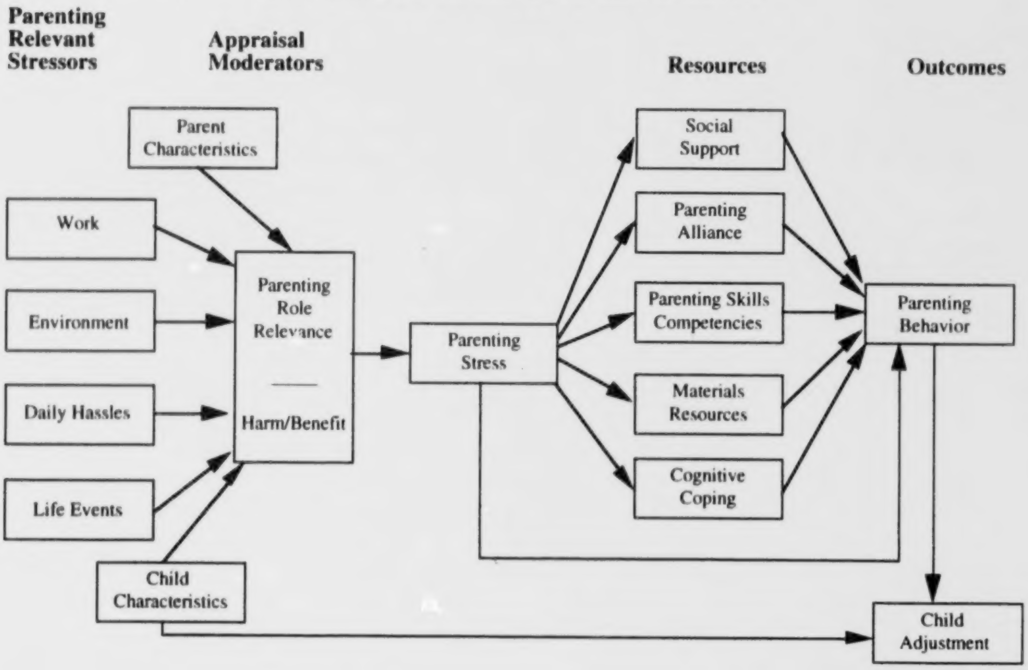
Level 1–Egoistic: At the egoistic level parents are self-focused and see children only in terms of their effect upon the parent, in terms of the parent's interests or needs. A child is seen as a projection of the parent's own experiences, and in terms of what a child does to the parent. Only the needs and experiences of the parent are considered.
Level 2–Conventional: At the conventional level, parental perspectives shift from self-centeredness to what is expected by the culture. Parenting is seen as reasoning about issues such as the correct way to discipline or toilet train children. Parents justify their child rearing beliefs and choices by drawing from tradition and authorities, from their understanding of age-related norms for children's development, and from socially prescribed norms for child rearing. Fulfilling one's role as predetermined by tradition is primary.
Level 3–Individualistic: Individualistic parents view their child as a unique individual who may be different from the norms. This is in contrast to conventional level parents who view their children as reflecting a type of child, or a "normal" child. Parents at level three expand their reasoning about parenting, organize it around identifying and responding to the needs of this particular child.

Level 4–Analytic: Analytic parents view their parenting, themselves, and their children as embedded within interacting, mutual systems that influence family, community, and global relationships. They see themselves as well as their children as growing and maturing through the process of parenting.

Being a parent involves dealing with the feelings and changes that occur throughout the experience of parenting. Figure 1 illustrates a model devised by Abidin (1989) to represent the nature of the demands placed on parents and the resources they have available to them. Stress level related to the parenting role can be influenced by

Parent characteristics: gender, intelligence, race, or educational level
Child characteristics: age and development, temperament, physical attributes
Work: nature of the employment, demands on family time, security, and income
Environment: neighborhood, community context in which the family functions
Daily hassles: minor irritations that occur in a day that contribute to the overall feeling of stress, i.e. waiting long for an appointment, finding the store out of an item you require, etc.
Life events: major stressors such as birth, death, divorce, moving

Figure 1
Parenting Stress and Parenting Behavior


Parenting Relevant Stressors
Appraisal Moderators
Resources
Outcomes
Parent Characteristics
Work
Environment
Daily Hassles
Life Events
Child Characteristics
Parenting Role Relevance
Harm/Benefit
Parenting Stress
Social Support
Parenting Alliance
Parenting Skills Competencies
Materials Resources
Cognitive Coping
Parenting Behavior
Child Adjustment

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Growing Within the Parenting Role

CONTENT MODULE 2

There are many resources for dealing with the stress associated with parenting, including social support, alliances with other parents, parenting skills and competencies, and material resources. Abidin notes that one of the most important resources is cognitive coping skills. Helping adolescents develop skill in coping with stress, can have a significant impact on their ability to deal with the stress of the parenting role. In addition, self-esteem development that encourages a belief in one's personal value and competence is a lifelong investment in readiness for a variety of roles, including parenting. Parents with positive self-esteem feel able and willing to seek resources to meet their needs and the needs of their children, and are thus better able to deal with the feelings and changes that occur within the parenting role.

As Work and Family Life programs prepare students for growth within the parenting role, it is important to provide adolescents with opportunities to examine their attitudes toward self, children, and the parenting role. Content such as exploring the complexity of the parenting role and learning to value the variety of content and learning opportunities in which they can participate when they are ready, can prepare adolescents for growth within the future parenting role. Adolescents should be encouraged to see themselves as lifelong learners and as people who will be challenged by each of the roles they fill in family and society, including the role of parent.

An analysis of beliefs related to parenting often requires personal reflection on prior experiences in the context of new information, and should be done from the perspective of a general parenting role. Examining specific students' value systems or the value systems of their present family may require inappropriate self-disclosure. It is therefore recommended that questions be posed in general context. For instance, a question about parenting beliefs in a general context would be, "What would *a parent* need to believe about guiding children in order to foster their independence?"

One of the major challenges for which we can prepare future parents is balancing work and family roles. In our society, the parenting role typically conflicts with the working role, and employers place work demands first. One of the major social changes of our time is the large-scale entry of mothers into the workforce. Many children now have employed parents who must face the challenge of balancing work and family responsibilities. Individually or collaboratively prioritizing tasks, developing a coordination plan, building a network of friends and colleagues, and sharing responsibilities with others are helpful strategies. A realistic, three part approach is suggested by Crosby (1991).

First, role-jugglers should examine the cultural assumptions that make balancing role responsibilities difficult. Gender role stereotypes clearly inhibit role sharing and add stress to role juggling. Even though 57 percent of wives work, an increase from 39 percent twenty years ago (Smolowe, 1990), and women contribute 39 percent of the family income (Bureau of the Census, 1987), the majority of household tasks fall to the wives. In a 1986 study, for tasks traditionally thought of as the wife's, 84 percent of the people surveyed share the child-care tasks, but only 30 percent shared the housework (Feder, O'Farrell, & Allen, 1991). Similarly, results of a 1990 Gallup Poll indicate that approximately 25 percent of all husbands reported heavy involvement in doing laundry, meal preparation, grocery shopping, and housecleaning. But over the period of a year, women worked a full month of 24-hour days more than men doing housework (Horschild, 1990). Sharing some home and family responsibilities and sharing provider responsibilities does indicate some changes, however small, in cultural expectations (Broderick, 1992).

Growing Within the Parenting Role

Second, role-jugglers should consider the benefits of balancing multiple life roles before letting the stress of those roles deflect them from balancing work and family. An impressive amount of data indicate that all family members can benefit practically and psychologically from combining significant life roles. Mothers who juggle multiple roles demonstrate less depression, higher self-esteem, and greater satisfaction with life generally, and different aspects of life, than do women who play fewer roles (Crosby, 1991). Men experience benefits of developing domestic skills, spending time with children, and, when their wives are also employed, feeling liberated from financial pressure. Children benefit from parents coordinating multiple roles by intimate contact with both parents and others outside the home, increased contact with the work world, contact with new ideas and attitudes, positive self-regard and initiative, and greater financial resources in the family (Crosby, 1991).

Third, cultural beliefs about the workplace and other structural conditions need to be examined. There is need for structural change within the workplace to support working families. Collaborating with workplace and public policy makers to create family policies that acknowledge the diversity of American individuals and families and help meet the economic and social demands of person and family life is like fixing a screen door rather than just swatting mosquitoes (Crosby, 1991).

Another area of potential growth within the parenting role is the idea of sharing parenting roles between mothers and fathers. "Coparenting," the active involvement of both mothers and fathers in raising children has advantages for children, parents, and the relationship between the parents (Kimball, 1988). Children have more options for care, learn less rigid sex-role limitations, and tend to progress better both academically and socially than children raised mainly by their mothers (Kimball, 1988). Both mothers and fathers feel a sense of emotional well-being in coparenting roles, and the marital relationship is often enhanced. Divorced couples, however, can also benefit from sharing parenting roles–and these benefits are especially felt by children in these situations. Learning to share parenting roles can be stressful for parents as some social norms are still patterned after traditional models that rigidly divide the responsibilities of women and men (Kimball, 1988). An examination of social norms and personal values underlying parenting role decisions is important for parents trying to share parenting responsibilities.

There are many factors that influence how parents learn about parenting: friends and family, media sources, parenting education courses, personal experiences, and ways in which parents were parented as children. In the complexity of today's world, it would be impossible to know everything about parenting before entering the role. The attitude that parenting is a lifelong learning process and that parenting problems and decisions are opportunities for growth within in that role is essential to successful parenting.

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Learning Activities

1. Personal growth within the parenting role

a. List ten words that describe who you are as a person. In pairs, share your list of words. Use classroom resources to define *self-identity* and explain how this list of words may represent your self-identity. Create a concept map of all the things in life that might influence the development of your self-identity. Draw a circle and label it "Influences on Self-identity." Draw lines out from the circle and label each with a different aspects, such as those listed below. Discuss how one's self-identity might affect the type of parent a person becomes.

(1) Self-esteem
(2) Culture
(3) Gender
(4) Family experiences and relationships
(5) Relationships with others (friends, workers, and family)
(6) Religious beliefs
(7) Societal conditions and influences (media, community, and school)
(8) Work roles and responsibilities

Discussion Questions

- *What types of information could help a person achieve greater self-understanding?*
- *Why is self-understanding important to being a parent?*
- *How might being a parent effect one's self-identity?*
- *How might a person's self-identity effect the way in which he or she chooses to fulfill parenting roles and responsibilities?*

b. Complete **How We Learn to Parent** (p. 134).

Discussion Questions

- *How do each of these influences affect the way we learn to parent?*
- *Which of these are the strongest influences? Why?*
- *How can we evaluate the advantages and disadvantages of each of these influences?*
- *As you decide how you will be as a future parent, which influences will be most important to you? Why?*
- *Why is it important to be aware of these influences as you think about your role as a future parent?*

c. Complete **Parenting as a Growth Process** (p. 135). Watch television programs about parents and identify the developmental stages represented by each parent. Share your examples with the class.

Discussion Questions
- *How have these parents grown in their family?*
- *What have these parents learned from their parenting role?*
- *How does an awareness of these stages prepare you to be a future parent?*

d. Interview parents to determine how they have grown and changed over time. In three groups, choose to interview parents with a specific level of experience. For instance, one group might choose to interview parents with five years experience, the second group might choose parents with ten years of experience, and the third group might choose parents with over twenty years experience. Develop questions for your interview that will help you seek information about the topics listed below. Share your findings with the class. Draw conclusions about growth within the parenting role.

(1) Parenting as a Growth Process: Is the way you parent similar to or different from the way in which you were parented? What has influenced you as a parent? What was your most significant learning experience as a parent?
(2) Strategies for Dealing with Changes That Occur in the Parenting Role: How have you changed as a parent over time? What parenting skills do you use now that you did not have or use when you first became a parent? How have your responsibilities changed as your child(ren) has(have) grown up? How have you coped with these changes in responsibility?
(3) Lifelong Learning as a Parent: What have you learned as a parent? Is it possible to know all there is to know about parenting when you first become a parent? Why or why not? How can parents continue to learn throughout their experience as a parent?

Discussion Questions
- *What values and attitudes are reflected in the view that parenting is a growth process?*
- *Why is it important for parents to see the parenting experience as an opportunity for personal growth? For growth as a couple?*
- *How would seeing parenting as a growth experience support positive parenting?*

e. Write a journal entry explaining the factors that will influence the type of parent you choose to be. Explain your concept of growth within the parenting role and how that concept will influence your attitudes and behaviors with regard to parenting.

2. Sharing parenting roles

a. In same gender groups, have female groups write a "Help Wanted" advertisement for a father and male groups write a "Help Wanted" advertisement for a mother. Post the advertisements in the classroom and compare desirable traits and responsibilities the groups identified for each position. Explain how the roles of both mothers and fathers are important to nurturing the development of children.

Discussion Questions

- *Which role is more important in raising children, the mother's role or the father's role? Why?*
- *Should one role or the other play a more active part in raising children? Why or why not?*
- *What beliefs or assumptions have influenced your ideas about each role?*
- *Should parents share parenting responsibilities? Why or why not?*
- *What are the advantages of mothers and fathers sharing parenting responsibilities?*

b. Complete **Gender Expectations in Parenting** (p. 136). Write a journal entry about parenting roles using the following questions to guide your reflection.

(1) Are your beliefs about parenting roles mostly traditional or mostly nontraditional?
(2) What has influenced your beliefs?
(3) What are the consequences of these beliefs?
(4) Should parents share parenting responsibilities? Why or why not?
(5) What do parents needs to believe in order to share responsibilities?
(6) What factors should parents consider as they decide how to share these responsibilities?

Discussion Questions

- *Which type of beliefs–traditional or nontraditional–best support the sharing of parenting roles?*
- *What are the advantages of having both mothers and fathers participate in parenting responsibilities?*
- *How does the participation of both mothers and fathers in parenting tasks influence their children? Society?*
- *What are the consequences for the parents when parenting tasks are not shared? For the children? For society?*

c. **FHA/HERO:** Create a bulletin board or display for the community entitled, "Mothers and Fathers: Sharing Parenting Responsibilities." Collect and display newspaper and magazine articles and books that focus on parenting roles of mothers and fathers. Describe and post examples of situations you have seen in families, on television, or in literature in which mothers and fathers share parenting roles. Research and post statistics about societal trends that reflect changes in the roles of mothers and fathers, such as the trends listed below.

(1) The number of women in the workforce
(2) The amount of time men spend performing household tasks
(3) The amount of time fathers spend with children
(4) The number of fathers assuming principal responsibilities as parenting caregivers

Discussion Questions
- *What factors influence how we view the roles of men and women in parenting?*
- *What factors are influencing changes in these roles?*
- *What are the advantages of changes in women's roles for men? For women?*
- *What are the advantages of changes in men's roles for women? For men?*
- *How do gender expectations affect marriage relationships?*

Teacher Note: Statistics about these issues can also be found in the teacher background information section of this module, the process modules, and background information in other Work and Family Life Resource Guides.

d. Interview two fathers, one whose children were young in the 1940s or 1950s, and another whose children were young in the 1980s or 1990s. Formulate questions that will help you gain an understanding of the parenting responsibilities performed, the amount of time spent with children, types of activities done with children, and their view of the role of women in raising children. Share your interview data with the class and compare findings. Draw conclusions as to the changing nature of the father's role in parenting.

Discussion Questions
- *What should be the role of the father in parenting?*
- *What values or beliefs support your view of the role of the father in parenting?*
- *What values or beliefs support the active role of the father in parenting?*

3. Care of self and children

a. Create a chart with two columns on the chalkboard or an overhead transparency. Label the first column "The Needs of Parents," and the second column "The Needs of Children." Individually, list needs that might belong in each column. Then share your list with the class and add the various responses to the class chart. Read **Maslow's Hierarchy of Needs** (p. 137) and generate additional examples of needs for parents and children that are not already represented on the chart.

Discussion Questions
- *Who is responsible for meeting the needs of children?*
- *Who is responsible for meeting the needs of adults?*
- *What happens when the needs of children go unmet? The needs of adults go unmet?*
- *How do parents know when care of their needs and care of their children's needs are in balance?*

b. Read the situations below and explain why parents might find it difficult to balance their own needs and the needs of their children. Choose one of the case studies and make a chart illustrating specific examples of the parent's needs and the children's needs in that situation. Share your responses with the class.

(1) Becky and her husband have two preschool children. Becky cares for the children. Her husband travels frequently as part of his job and is rarely home, except on the weekends. Becky spends a large part of her day with the children and taking care of household work. She rarely has time for herself or to spend with other adults.

(2) Robert and his son have been very close. Since Robert became a single parent, he has spent most of his free time with his son. Now that the son is going away to live at college this fall, Robert will only see him every few weeks. Robert is not sure about what he will do when his son leaves.

(3) Tony's wife recently left him unexpectedly. He is now responsible for caring for his children, ages 12, 8, and 7. Tony is very upset about what his wife has done, but he has little time to think about it. He is overwhelmed with the day-to-day tasks such as feeding the family, taking care of the household tasks, and getting the children to school and to various activities. The children are angry, hurt, and confused about the situation with their mother.

(4) Jill owns a store that sells computers and computing supplies. She has been very pleased with the success of the business and knows that that success is due largely to her involvement in every phase of the business. She is constantly at the store, even when it is open in the evenings. Since she is a single parent with two children, her family life is closely connected with the store. Her daughters, ages 7 and 10, also spend time at the store, and she even has a place for them to play and do homework in the office.

(5) Katrice and her husband Cato recently married and have a blended family that includes Katrice's two young children and Cato's teenage daughter from previous marriages. Katrice and Cato each share custody of their children with their former spouses. Katrice's children live with them during the week; Cato's daughter, on the weekends. Katrice and Cato are going through the adjustments of being newly married and want to build a sense of family among the children, who do not know each other very well.

Discussion Questions

- *What might happen when parents work hard to meet children's needs and leave their own needs unmet?*
- *Is it possible for parents to meet their own needs as well as the needs of children? Why or why not?*
- *How can parents avoid leaving their own needs unmet?*
- *How can parents recognize when care of self and care of children is out of balance?*
- *What kinds of crises situations might cause an imbalance between caring for self and caring for children?*
- *How can parents balance their own needs with the needs of their children?*

c. In small groups, select one of the situations in the previous activity and develop a schedule for one day in the life of that parent that allows time for children and time for self. Share your schedule with the class. Looking at the schedules collectively, create examples of situations that might occur that would alter the schedules. Identify aspects of these situations that a parent might be able to control and other aspects that could not be controlled.

Discussion Questions

- *What criteria did you consider as you developed your schedule?*
- *How should parents go about deciding whose needs are more important in various situations?*
- *What does a parent needs to believe in order to balance needs of self and needs of children?*
- *What skills does a parent need to achieve this balance?*
- *Is a balance always possible? If not, how could a parent determine what is best to do?*

4. Parenting and career choices and goals

a. In small groups, list ways work affects family. Make a second list of ways that family affects work. Compare your responses to **The Interconnectedness of Work and Family Life** (p. 138). Explain which of the effects you would consider to be positive and which you would consider to be negative.

Discussion Questions

- *Why is work important to parents? To families? To society?*
- *Why are families important to the workplace?*
- *What do parents need to believe about the interconnectedness of work and family life to make ethical decisions about how to balance work and family responsibilities?*

b. Write a paragraph about what it means to balance work and family roles. Collect and review all the paragraphs, selecting a sentence or two from each about the meaning of balancing work and family. Compile the sentences on an overhead transparency and read the list aloud to the class. Note the similarities and differences between the sentences selected and come to a consensus as a class as to the most important aspects of what it means to balance work and family.

Discussion Questions
- *How does a parent know when they have achieved a balance between work and family roles?*
- *What are the consequences of balancing work and family roles for parents? Their children? Society?*
- *What are the consequences when work and family roles are out of balance?*

Teacher Note: The responsibility for reviewing the paragraphs and selecting excerpts for the transparency in the above activity should rest with the teacher. The experience of students seeing their words displayed with those of other students adds to the impact of this strategy.

c. Select one of the balancing work and family situations below and use the practical-problem solving process to resolve that issue. Record your thinking process on the **Practical Parenting Problems Think Sheet** (p. 37). Present your solution to the class and justify your decision.

(1) Dale has just received notice of a promotion, which means a move to another city 100 miles away. When he tells his wife Brenda about the promotion, she looks worried. She knows it would involve a move to another city. Brenda has worked hard to establish herself in her career and would be making a career sacrifice to leave her present position and try to find something in a new location. Also, the children are happy with their school setting and would hate leaving their friends. What should Dale and Brenda do?

(2) Kelly has been working as an assistant to a realtor during the day and taking classes to earn her real estate license in the evenings. Her husband is in retailing and works odd hours, sometimes until midnight. Kelly has just found out she is pregnant. She is worried about whether or not she should continue school, since she would have difficulty affording babysitting for both her day job and night school. What should Kelly do?

(3) Greg has just received notice that he has been transferred to the second shift, from 4:00 p.m. to midnight. His wife has a demanding job and works occasional evenings, when Greg is usually responsible for the children. Since his wife's latest promotion, she has reached a level of earnings that

would support the family, so he is thinking about quitting his job to stay home with the children. With the money they would save on child care, they could get by. What should Greg do?

(4) Both Carla and Harold have demanding jobs. They are home a few hours each evening, which they spend with their two children. Carla, however, is having second thoughts about the time she is spending away from the children. She feels as if the someone else is responsible for their development, since that person spends so much of the day with them. Carla would like to be their principal caregiver, but she knows her career would suffer. What should Carla do?

Discussion Questions

- *Do many parents experience problems related to balancing work and family issues? Why or why not?*
- *What factors are influencing these work and family situations?*
- *Was the decision you made in your given situation ethical? Why or why not?*
- *What makes it difficult to solve these types of problems?*

d. **FHA/HERO:** Invite a parent panel to class to discuss how they manage work and family schedules. Include on the panel parents who have chosen a variety of work and family management strategies, such as those who work full-time and manage parent responsibilities, those who work part-time or flexible work schedules, and those who have chosen not to work outside the home. Divide the chapter into listening teams and choose one of the following topics and devise questions for the panel to get information about that topic. Summarize the information for the class following the panel presentation.

(1) Family goals and values about work and how those goals and values have influenced choices about work outside the home
(2) The use of time to meet work and family demands, including the percentage of time spent each day on work tasks and family tasks (Draw a pie graph representing use of time for each parent on the panel.)
(3) Management strategies to balance work and family roles
(4) The ways in which their work environment effects their role as a parent and the ways in which their role as a parent effects their work environment

Discussion Questions

- *How do a parent's goals and values about work influence the work he or she does outside the home? At home?*
- *Why is it important to consider the use of time when balancing work and family responsibilities?*
- *What factors should a parent consider when deciding how to balance work and family responsibilities?*

e. **FHA/HERO:** Design informational brochures for working parents that focus on strategies for balancing work and family roles. Divide into groups, with each group selecting a strategy, such as those listed below. Include suggestions for balancing work and family using the strategy and additional resources that might be helpful to learn about that topic, such as books, articles, or community resources. Share your brochures with parents in the community.

(1) Making Quality Family Time
(2) Sharing and Scheduling Household Tasks
(3) Organizing for Morning Rush Hour
(4) Basic Time Management for Working Parents

f. Conduct a juggling demonstration using nerf balls, imagining that each ball is a separate responsibility of a working parent. Write the questions below on the chalkboard. Discuss how each question could be used in deciding how best to juggle responsibilities.

(1) Is this responsibility related to my work and family values and goals?
(2) How important is this responsibility to me? My family? My work?
(3) How important is this responsibility in relation to my other responsibilities?
(4) What would happen if I did not fulfill this responsibility?
(5) Should I continue to juggle this responsibility? Why or why not?
(6) What makes it difficult to juggle this responsibility?
(7) Could I share this responsibility with someone else?
(8) Do I have a safety net to use if I should be unable to fulfill this responsibility?

Discussion Questions

- *Have you ever used any of these questions when you have been faced with many responsibilities to juggle?*
- *Which questions are most important for working parents?*
- *What would happen if a working parent did not use these questions when deciding how to juggle responsibilities?*

g. Visit a local library and ask the children's librarian for assistance in identifying books that help children understand their parents' role in a career setting. Choose several of the books to read aloud in class. Identify the values and goals reflected in the content of the books. Explain how these books could be used with children.

h. **Action Project:** Research two careers in which you are interested. Identify salary levels, career progression, level of education needed, and typical work schedules. Interview a person involved in each of the careers. Determine what effect each of the careers have on being a parent. Summarize your findings in an oral report to the class.

i. **Action Project:** Interview several parents who have chosen not to work outside the home in order to devote their time entirely to parenting. Determine the values reflected in their choice. Consider the consequences of these actions for parents, their children, their families, the workplace, and society. Summarize your findings by presenting the pros and cons of full-time parenting to the class in an oral report.

j. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about growth within the parenting role, sharing parenting responsibilities, balancing care of self and children, and balancing work and family responsibilities. Add behaviors to your continuum that illustrate how parents can support the development of children related to these issues. Example behaviors are listed below. Then list behaviors of prospective parents that might constrain development of children.

   (1) View parenting as an opportunity for growth
   (2) Share parenting roles
   (3) Balance care for self and care for children
   (4) Balance work and family responsibilities

Assessment

Paper and Pencil

1. Write a paragraph explaining the effect being a parent has on self-formation.
2. Given case studies, identify strategies for balancing care of self and children.
3. Using information from parent interviews, develop strategies for dealing constructively with feelings and changes that occur within the parenting role.
4. Give three examples illustrating the interrelationship of parenting and career choices and goals.
5. Give three examples illustrating strategies for sharing parenting roles.
6. Write a paragraph explaining strategies for lifelong learning of parenting skills and responsibilities.

Growing Within the Parenting Role

Classroom Experiences

1. In cooperative learning groups, complete a chart by creating specific examples of various influences on how people learn to parent. Choose one of the examples and write a short skit to illustrate that example. Perform the skit for the class.

2. Interview parents to determine how they have grown and changed over time. Share your findings with the class.

3. In small groups, create "Help Wanted" advertisements for a father or a mother. Share your advertisements with the class.

4. Interview two fathers, one whose children were young in the 1940s or 1950s, and another whose children were young in the 1980s or 1990s. Share your interview data with the class.

5. In cooperative learning groups, choose a task related to the parenting role of a father and create examples of behaviors that reflect the use of that task in raising children.

6. In small groups, develop a schedule for one day in the life of a parent that allows time for children and time for self. Share your schedule with the class.

7. Write a paragraph about what it means to balance work and family roles.

8. Select a balancing work and family situation, and use the practical-problem solving process to resolve that issue. Present your solution to the class and justify your decision.

9. Invite a parent panel to class to discuss how they manage work and family schedules. On a listening team, choose a topic related to balancing work and family roles and devise questions for the panel to get information about that topic. Summarize the information for the class following the panel presentation.

10. Choose several books that help children understand their parents' role in a career setting. Read the books aloud to the class. Identify the values and goals reflected in the content of the books. Explain how these books could be used with children.

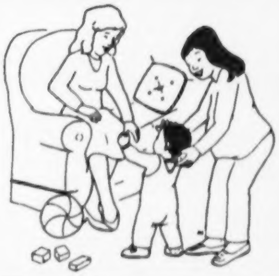
Application to Real-Life Settings

1. Design informational brochures for working parents that focus on strategies for balancing work and family roles. Share your brochures with parents in the community.

2. Research two careers in which you are interested. Identify salary levels, career progression, level of education needed, and typical work schedules. Interview a person involved in each of the careers. Determine what effect each of the careers have on being a parent. Summarize your findings in an oral report to the class.

3. Interview several parents who have chosen not to work outside the home in order to devote their time entirely to parenting. Determine the values reflected in their choice. Consider the consequences of these actions for parents, their children, their families, the workplace, and society. Summarize your findings by presenting the pros and cons of full-time parenting to the class in an oral report.

How We Learn to Parent



In cooperative learning groups, complete the chart below. Read the factors that influence how we learn to parent in the first column, then create a specific example of that influence in the second column. Choose one of your examples and write a short skit to illustrate that example. Perform your skit for the class.

Influence on How We Learn to Parent	Example
Family Influences: The example set by our parents and grandparents.	
Friends: Using the experience and advice of friends, including other parents, as examples and sources of information.	
Movies and Television: The parents portrayed in television shows and movies provide examples about how to parent.	
Parenting Experts: Books, classes, or informational programming can provide ideas about how to be a parent.	
Experience: Parents try out parenting techniques, see what works, and learn from their experiences.	

Parenting as a Growth Process

Parenting can be seen as a process through which a person grows and develops. Parents' ideas about their children, their own roles as parents, and the parent-child relationship change as the parent comes to know and understand their own personal growth and the growth of their child. Parenting growth progresses through several stages. For each parenting stage identified below, explain how parents might feel during that stage, and changes they might anticipate going through.

Stage	Feelings and Changes
The New Parent: This stage can be one of the most frustrating for parents, because the new role requires major lifestyle changes that can be more difficult than anticipated. There are both social and cultural pressures to become parents, sometimes resulting in assuming the parenting role too soon. In addition, there is little preparation for this role, and some mothers and fathers approach parenting with little or no previous experience in child care. During this first stage, parents will establish a parenting style and face the challenges of dealing with acceptable and unacceptable behavior.	
Parents of School-Age Children. By this stage, parents feel more experienced, but may not be completely confident. School-age children have many needs, including encouragement in school work, a sense of achievement, being a contributing family member, and getting along with others. As children enter school, parents may face changes in work roles outside the home, returning to full-time responsibilities. Issues of after-school care and latch-key children face parents who balance work and family responsibilities.	
Parents of Adolescents. This stage has the potential to be a major time of conflict between parents and their children, as adolescents exert their independence and parents decide how to let go. Though parents may exert decreasing control over what their children do, they continue to influence their adolescents as models and consultants.	
Parents with Adult Children. Parenting does not end when a child is 18, 21, or even 25. Our society offers very few guidelines about when parental responsibility ends or how to withdraw it. More and more adult children either do not leave home or return to it, and parents who look forward to children "leaving the nest" may well be disappointed.	
Grandparents. Grandparents continue to provide practical help to their children who are now parents themselves. Styles of grandparenting vary and are shaped by health, employment status, and personality.	

Gender Expectations in Parenting

For each parenting responsibility identified below, indicate whether you think it should be the father's responsibility, the mother's responsibility, or both parents' responsibility. In small groups, share your responses, noting similarities and differences. Then complete the chart at the bottom of the page.

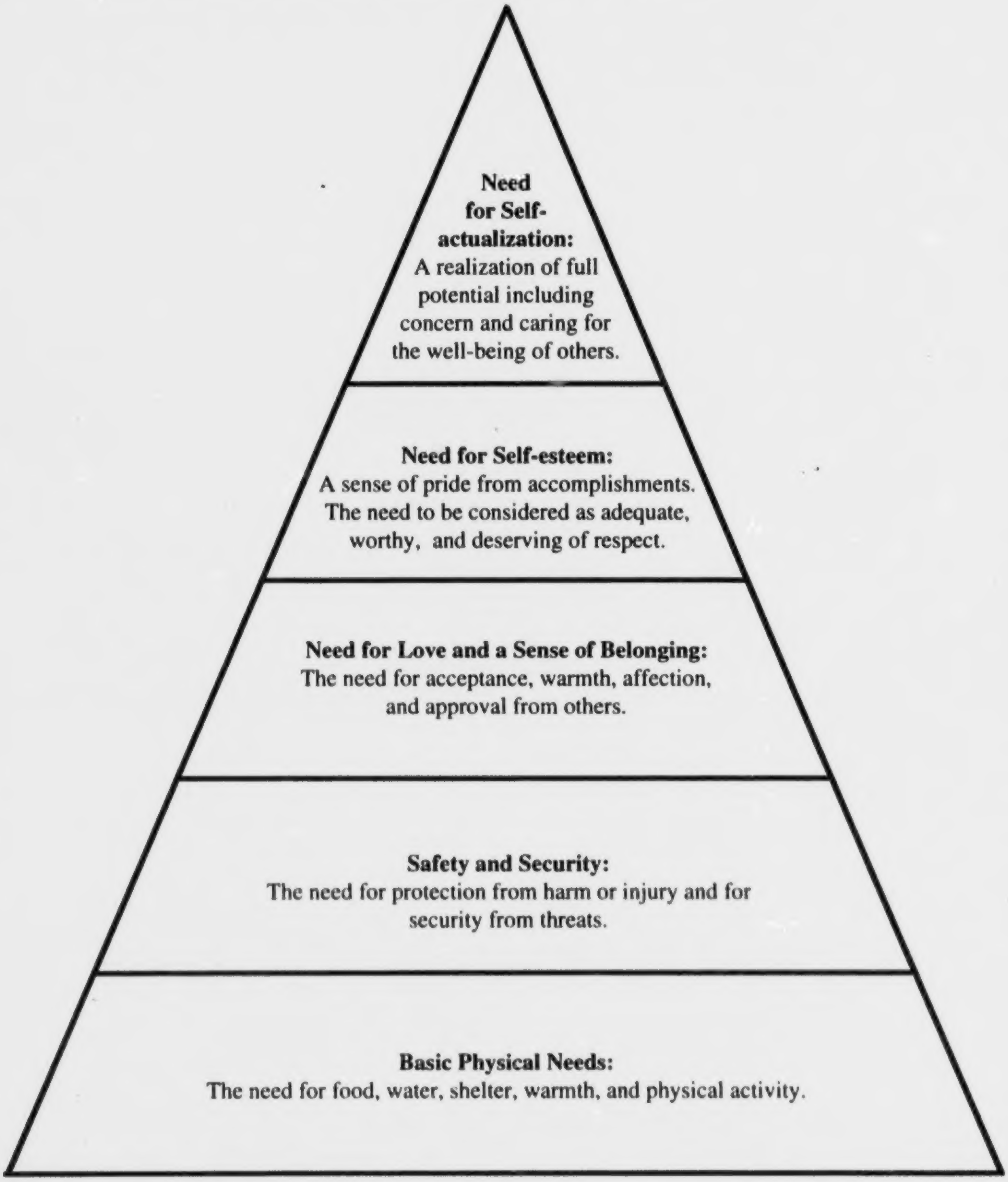
	Father	**Mother**	**Both**
Diapering a child	______	______	______
Taking a child to the doctor	______	______	______
Taking a child to the library, reading group, or other community activities	______	______	______
Disciplining the child	______	______	______
Bathing the child	______	______	______
Staying home with the child when he or she is ill	______	______	______
Teaching the child to ride a bike	______	______	______
Teaching the child daily skills	______	______	______
Teaching the child about sharing	______	______	______
Going to school for teacher conferences	______	______	______
Attending school activities with the child	______	______	______
Teaching the child to fish	______	______	______
Helping the child with homework	______	______	______
Helping the child with hygiene skills	______	______	______
Helping the child with emotional problems	______	______	______
Helping the child with a social problem (with friends)	______	______	______

Read the chart below and generate possible consequences of each type of beliefs for parents, children, and society. Record your responses on the chart.

Traditional beliefs about parenting roles include	**Nontraditional attitudes about parenting roles include**
Mothers and fathers have gender-specific tasks: fathers play with children and are ultimately responsible for discipline; mothers perform routine tasks of care, such as diapering and bathing.	Fathers should be involved more at home, and mothers should be more involved in the world.
The father should work to support the family and the mother should stay home to raise the children.	Parenting tasks should be shared equally by both males and females.
Mothers have natural maternal instinct, and should be primarily responsible for nurturing children.	Both mothers and fathers should nurture children.
Consequences of these beliefs:	Consequences of these beliefs:

Maslow's Hierarchy of Needs

Abraham Maslow was a psychologist who studied the needs that affect human behavior. He identified five levels of human needs and placed them in a pyramid as illustrated below. The needs at the lower level of the pyramid must be met before the next higher need on the pyramid can be met.



Need for Self-actualization: A realization of full potential including concern and caring for the well-being of others.

Need for Self-esteem: A sense of pride from accomplishments. The need to be considered as adequate, worthy, and deserving of respect.

Need for Love and a Sense of Belonging: The need for acceptance, warmth, affection, and approval from others.

Safety and Security: The need for protection from harm or injury and for security from threats.

Basic Physical Needs: The need for food, water, shelter, warmth, and physical activity.

Source: Maslow, A. H. (1971). *The farther reaches of human nature.* New York: Viking Press.

The Interconnectedness of Work and Family Life

Work Affects Families by . . .

Providing financial resources for food, clothing, shelter, and health needs

Providing a source of personal satisfaction for family members

Providing status and a sense of making a contribution to society

Serving as a source of stress that may carry over into family life

Making constraints on family time

Influencing where a family will live

Families Affect Work by . . .

Renewing workers through a fulfilling family life

Teaching interpersonal and management competencies that help people perform well at work, such as cooperation, time management, and conflict resolution

Serving as a source of stress that may carry over into work life

Constraining time available for work, such as when a parent stays home with a sick child

Serving as a source of personal satisfaction that carries over into productivity at work

Preparing for Parenting

CONTENT MODULE 3

Module Overview

Practical Problem: What should I do about becoming a parent?

Competency: **6.0.3:** Prepare for a healthy emotional and physical beginning for parent(s) and child(ren) (e.g., birth, adopted, foster, blended families)

Competency Builders:

6.0.3.1 Identify biological processes related to conception, prenatal development, and birth
6.0.3.2 Identify factors affecting prenatal health of mother and child
6.0.3.3 Plan strategies to obtain and allocate resources (e.g., time, space, money, energy) to ensure emotional and physical well-being of parent(s) and child(ren)
6.0.3.4 Identify factors to consider in labor and delivery
6.0.3.5 Develop strategies for providing care of new child(ren)
6.0.3.6 Develop strategies to ensure integration of new child(ren) and family
6.0.3.7 Explain bonding process and how it impacts parent-child relationships
6.0.3.8 Develop strategies for sharing parenting responsibilities*
6.0.3.9 Investigate medical costs during and following pregnancy**
6.0.3.10 Identify costs of rearing child(ren) from birth to age 18**
6.0.3.11 Explain legal rights and responsibilities of mother, father, child(ren), grandparent(s), school authorities, and community agencies
6.0.3.12 Explain significance of birth certificates
6.0.3.13 Define child support, paternity, visitation, and custody
6.0.3.14 Define guardianship, emancipated minor, and power of attorney

*This competency builder is addressed in Content Module 2, Growing Within the Parenting Role.
**These competency builders are addressed in Content Module 1, Assessing the Impact of the Parenting Role.

Supporting Concepts:

1. Becoming a parent
2. Prenatal development and care
3. Birth
4. Care of infant
5. Parent sharing and bonding
6. New children–integration into family
7. Legal rights and responsibilities

Teacher Background Information

Rationale

Whatever their feelings concerning pregnancy and childbirth, a majority of Americans have at least one child in their lifetime. The integration of the new child into the family represents considerable adjustments for all family members. This transition has been identified extensively in the literature as one of the most difficult transitions of the life cycle, regardless of whether the child has been born to the parents or has become part of a family through an adoption, foster parenting situation, or the creation of a blended family. Issues surrounding role changes, family responsibility, changes in self-concept, and changes in other roles complicate this transition. Preparation helps couples anticipate the realities and difficulties inherent in this new role and leads to more effective and supportive nurturing.

The process for birth parents begins with the fertilization of an egg by a sperm. Between that moment and the birth of a child are many important months of development and change not only for the fetus but also in the lives of everyone who is involved. Preparing for a healthy beginning for parents and children begins during this period. This includes preparation in at least two arenas: preparing a safe and healthy physical environment and making a successful psychological adjustment to new roles and responsibilities.

Physically, the attitudes and behaviors of the mother during pregnancy greatly influence the health and well-being of the embryo, fetus, and later the human infant. Heredity, race, class, age, and gender are also contributors to a safe prenatal environment. Although we cannot as individuals control heredity, we can, to some extent, control other aspects of the prenatal environment. Unfortunately, there are situational circumstances over which we have little control such as age, race, and socioeconomic class. It is believed that the optimum age for pregnancy is between 20 and 35 years of age. Women younger than 20 and older than 35 are at greater risk of having a miscarriage, a stillbirth, prolonged labor, or a child with birth defects (Friede et al., 1988). Race and social class are related to a woman's chances of delivering a healthy baby. For example, African American women are four times as likely as white women to die in childbirth; African American and Puerto Rican women are more likely to have premature or low-birth-weight babies. These situations contribute to infant mortality and have been associated with inadequate prenatal care and nutrition for the mother (Anderson, 1993). Moreover, the increasing cost of health care in this country prevents many pregnant women and new parents, particularly those with limited economic resources and health insurance, from receiving proper care for themselves and their infants during pregnancy and the early postnatal period.

There are other situations that can be detrimental to the fetus over which the parents do have control; these are related to factors such as nutrition, smoking, and alcohol consumption. To protect the prenatal environment properly, parents must understand the impact of these factors. The primary responsibility for protecting the fetus from harm in these areas resides with the parents.

Education about pregnancy, the birth process, and expected family change seems to facilitate the transition to parenthood. Husband participation in the preparation for birth and the labor and delivery process has become popular for many prospective parents; this practice has been supported in the literature as a way to ease transitional stress and to facilitate subsequent bonding.

Background

Contrary to popular myth, the majority of pregnant women are not in a delicate condition. However, it is important for a pregnant woman to be aware of the effect her lifestyle may have on the developing child and do whatever she can to create a healthy prenatal environment. The following areas have been identified as cause for concern:

> *Nutrition.* Because nutrients pass from mother to fetus through the placenta, the failure of the mother to eat properly can deprive the fetus of proper nutrients. This can result in any number of health problems for the fetus including congenital defects and small stature. It can also cause a miscarriage or stillbirth (Schiamberg, 1988).
>
> *Smoking.* Cigarette smoke passes from the mother through the placenta to the fetus, lowering the amount of oxygen the fetus receives as well as impairing the circulation of the fetus's blood. Smoking during pregnancy increases the risk of miscarriage, premature birth, low birth weight, and the probability of sickness, convulsions, or death in early infancy.
>
> *X-Rays.* Current evidence indicates that any exposure to X-Rays can harm the embryo or fetus, causing mental retardation, deformity, stillbirth, and miscarriage (Reeder & Martin, 1987).
>
> *Sexually transmitted diseases.* Sexually-transmitted diseases, including AIDS, can affect the fetus and also be contracted by the newborn. These diseases can cause miscarriage, brain damage, problems with sight, and death. The risk of an HIV-positive mother infecting her fetus is approximately 30 to 40 percent. Some public health experts have proposed routinely testing pregnant mothers for HIV/AIDS unless they forcefully object (Almond & Ulanowsky, 1990; March of Dimes, 1987).
>
> *Alcohol.* Alcohol consumption is dangerous and addictive to the fetus. It can cause fetal alcohol syndrome that is characterized by physical abnormalities, mental retardation, small birth size, and severe problems with the central nervous system (Toufexis, 1991). If a woman consumes alcohol and smokes, the effects on the fetus are highly intensified. Experts recommend that a pregnant woman refrain from all alcohol during pregnancy and breastfeeding. Despite this recommendation, an estimated 50,000 babies are born each year with alcohol-related defects (Dorfman, 1989).
>
> *Drug Abuse.* The majority of drugs contain chemicals that have been found to cross the placenta. Every year over 375,000 babies are born to women who use drugs during pregnancy. Drugs are associated with a variety of birth defects, cerebral palsy, and defective motor skills (Toufexis, 1991). Many babies whose mothers have used drugs are born addicted. In 1990, about one in ten live births in the United States was a drug-addicted baby (Renzetti & Curran, 1992).

> Infants exhibiting fetal alcohol syndrome and "cocaine babies" face short-term distress and long-term disabilities, even though these conditions are preventable by maternal abstinence. Drug-exposed newborns, many born prematurely, stay in the hospital almost five times longer than normal infants and their care is thirteen times as expensive. Often learning-disabled, impulsive, and chronically irritable, drug-exposed children are likely to be taught in special education classes at costs more than twice that of regular schooling (Toufexis, 1991).

Family integration. Historically, the transition to parenthood has been identified as a difficult transition for families. The two predominant findings in this literature depict parenthood as causing a personal crisis and a decline in marital satisfaction for the couples involved. Many professionals feel that the data reflect a significant lack of preparation for the role and unrealistic expectations about what it means to be parents. Education about the role and the nature of infants would be helpful; however, considerable research shows that most new parents lack such education. Researchers have also found that couples experience less stress if they have already developed a strong marital relationship, are open in their communication, have agreed on family planning, and originally had a strong desire for a child.

Today a growing number of fathers are participating in the pregnancy/childbirth process as well as in parenting classes during the early years of childrearing. In one of the few studies that examines the concerns and feelings of expectant fathers, Shapiro (1987) found that the pregnancy of a partner throws a man into a foreign world. He is encouraged to be part of a process about which he knows little or nothing. Shapiro also found that expectant fathers have fears and anxieties during their partners' pregnancies. Based on the results from his study of expectant and recent fathers, he identified seven major concerns:

(1) queasiness about the birth
(2) uncertain paternity
(3) loss of spouse or child
(4) their own mortality
(5) increased responsibility
(6) being replaced by fetus
(7) obstetrical matters

Many of these concerns can be alleviated through preparation and education. In addition, research has found that a father's integration into preparation for parenthood increases his satisfaction with parenthood and improves the likelihood that he will be involved and supportive in subsequent child care (Cowan & Cowan, 1992).

Successful psychological integration could be measured by how well the family is able to provide for the basic needs of all. For example, the ability to meet the basic psychological needs of the child is important (Kagan, 1984). These needs are feeling valued by parents and a few other special adults, developing autonomy in attitudes and behaviors, developing talents that are desirable in society, and being able to give and receive love. Similar basic needs of adults have been identified in the classic works of Maslow (1943) and Erikson (1950; 1963).

Sharing the parenting responsibility. Caring for infants is a demanding task; stress from this role will be experienced by all parents at some time and by many parents a good deal of the time. During the early parenting period, couples–often for practical reasons–begin to assume traditional roles. That is, in many homes, the mother does the bulk of the child care. However, this does not mean that the father is untouched by this responsibility or the stresses involved (Cowan & Cowan, 1992; LaRossa & LaRossa, 1981). Ventura (1987) reports that both parents identified many sources of stress, such as frequent crying and their inability to soothe their infants. New parents should be encouraged to identify a support system of individuals who will be available to help them, especially during the early parenting period. Many identify close relatives, neighbors, friends, doctors, and clergy as their support system during this time. When both parents return to the workforce, child care providers also share the parenting responsibilities.

In addition, numerous support groups have been developed to help new parents; in most communities, there are education groups available at virtually every stage of parenting. In addition to parent education classes, examples of nationally recognized groups include the La Leche League, which helps mothers with breast feeding and other new parent issues; Parents Without Partners for single parents; Parents Anonymous for parents who fear they may abuse their child; and Tough Love groups for parents who are experiencing difficulties with their adolescents. Most parents who participate find that the support of other parents experiencing the same problems is often as valuable as the information presented.

Bonding. The first meeting between parents and child is an important occasion. In the first hour after birth, babies are more alert and visually attentive than they will be for the next three or four hours. They may during that hour be most attentive to contact with their parents. In a classic study on first meeting, Klaus & Kennels (1976) describe the importance of the parents' first chance to touch, hold, and explore the baby and to receive some response in the form of the child's eye or body movement. However, if this early contact is not possible, as in the case of the adopted child or the foster child, it is important to know that relationships develop over time, and strong attachments can be formed even without this early experience.

Cultural lore, literature, and psychologists have long emphasized the warmth, comfort, security, and trust the child derives from the mother-child attachment. Until recently, the mother-child bond was considered the only attachment of importance in infancy. As researchers have observed parent-child interactions and attachments in nuclear families, however, they have found that babies form multiple attachments and become attached to both parents as well as other caretakers.

Attachment is a strong psychological bond to a figure who is a source of security and emotional support. By seven or eight months, babies show such attachment to parents. When parents are accepting of the child, emotionally available, sensitive to the baby's needs, and cooperative in meshing activities with the tempo of the child, then a strong, secure attachment develops (Russell et al., 1989). Infants with secure attachments explore more and are more persistent in tasks. About 65 percent of babies develop such attachments. Children whose attachment is tenuous are anxious, throw more tantrums, and are more negative in the response to the mother, ignoring and opposing her in different ways. The baby uses the interactions with the attachment figures to form an internal model of the way people relate to each other in the world. This internal model affects behavior and the sense of personal value and influences future relationships (Erickson et al., 1985).

Parents bring their own personal histories and expectations to the attachment process. This includes their own childhood experiences with attachment as well as their immediate situation. Brazelton (1985) has introduced a disturbing new dimension to this process for new parents who are involved in their careers. Emphasizing the importance of the first four months in the bonding process, he suggests that when mothers return to work too early, their distress in anticipating the pain of separation from their infant may cause the mothers to develop protective defenses from bonding.

However, the adult is not the only contributor to the attachment process. Attachment has been identified as a reciprocal process between the infant and the caretaker. The infant's temperament or personality style has been identified as a significant factor in this process. In the seminal work on this topic, Thomas & Chess (1977) defined temperament as constitutionally based biases toward certain moods and ways of reacting. It includes such things as activity level, rhythmicity, fussiness, distractibility, readiness to adapt to new situations, and attention span. These biases may cause the child to behave in a manner not expected by the parent and influence the ease of establishing and maintaining the parent-child relationship. If the temperament makes the child more difficult to handle, parents often feel they are doing something wrong–that it is their fault. While the attachment process may be affected temporarily, parents usually adapt to the particular characteristics of their child's temperament over time. It is important for parents to realize that a child's temperament is innate, and if his or her temperament is difficult, this is not a reflection of their parenting competencies (Chess & Thomas, 1987).

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Learning Activities

1. Becoming a parent

a. In cooperative learning groups, choose one of the ways people become parents identified below and research terminology, procedures, and factors to consider when becoming a new parent in that way. Form new groups so that each member of the new group has researched a different method of becoming a parent, and share information to develop a chart. The chart should include each method, a description of that method, and the consequences of becoming a parent under those circumstances.

(1) Conceiving and giving birth to a child
(2) Adopting a child
(3) Marrying a person who already has children
(4) Acting as a foster parent

Discussion Questions

- *Why is it important to understand the different ways that people can become parents?*
- *What are the consequences of becoming a parent under these various circumstances?*
- *What information do you need to gain an understanding of these various circumstances?*

b. **FHA/HERO:** Invite a panel of parents who represent the various ways people become parents. In listening teams, choose one of the ways people become parents and collect information based on the topics below. Summarize your findings in a report to the class.

(1) Factors that influenced the decision to become a parent in this way
(2) Special challenges of becoming a parent in this way
(3) Advantages of becoming a parent in this way
(4) Feelings experienced about becoming a parent in this way
(5) Advice experienced parents would give to people becoming parents in this way

c. Use classroom and community resources to develop a chart of family planning methods. On the chart, explain each method, the advantages and disadvantages of using the method, and the level of effectiveness of each method.

Discussion Questions

- *Why is a knowledge of family planning methods important?*
- *How can family planning methods affect the timing of becoming a parent? Adding children to a family?*
- *What are the consequences of using these methods to plan a family?*

2. Prenatal development and care

a. On the chalkboard, write the practical problem, "What should a parent do about caring for children before birth?" Read the case studies below and determine whether or not you think the parent is taking responsible action in caring for a child before birth. Identify information that is needed for parents to take appropriate action on this practical problem. Then make a list of resources (classroom and community resources) where your class could find each type of information.

(1) Rhonda and Michael have been trying to have a baby for several months now. Even though she is not yet pregnant, Rhonda is trying to eat nutritious foods. She wants to be in good health for her pregnancy.

(2) Karen and Lamonte have a baby with cystic fibrosis. This is an inherited disease, although they were unaware that they were both carriers before their baby was born with it. They have decided not to have any more children, since there is a 50 percent chance that any future children could also be born with the disease.

(3) Gail is pregnant. In spite of her efforts to quit smoking, she has been unable to do so.

(4) Rachel is in her fourth month of pregnancy. She does not have health insurance, so she has not been to see a doctor since she became pregnant. Her mother did not see a physician when she was pregnant with her children. Rachel plans to go to the emergency room when she feels the baby coming.

(5) Ryan's wife has just found out she is pregnant. She is very tired and often feels sick to her stomach. Ryan has been taking care of their daughter during the evenings, so that his wife can get to bed early. He also took over most of the cooking responsibilities, so that his wife doesn't have to be around food that might make her feel sick.

(6) Luther and his wife are thinking about enrolling in child birth classes to learn what to expect during the birth of their first child. Luther isn't all that interested. After all, his wife will be doing all the work.

Discussion Questions

- *How did you go about deciding whether or not the behavior in the situations was responsible?*
- *What values, attitudes, and information is needed for parents to take responsible action when caring for children before birth?*
- *What are the consequences of irresponsibly caring for children before birth?*

Teacher Note: The remaining activities included in this section on prenetal care focus on seeking adequate, reliable information for deciding how to care responsibly for children before birth. Specific information sought will vary from school to school and should reflect students' needs, questions, and concerns. Use the suggested FHA/HERO activities or Action Projects to broaden the students' information about specific topics. Ultimately, the goal should be not merely to inform, but to help students identify how to find information about prenatal development and care.

b. Watch a film or videotape or use other classroom or community resources that describe the process of conception and prenatal development. Before using the resources, refer back to your initial list of information needed in the previous activity. Evaluate the resource(s) you have selected for reliability. In cooperative teams, become experts on one phase of prenatal development. Use the information from the film or videotape, classroom or community resources, and **Prenatal Development Month by Month** (p. 160) to design a poster about the phase of prenatal development you have chosen. Present your findings to the class.

c. **FHA/HERO:** Invite a family physician, obstetrician, delivery nurse, or child birth educator to class to identify strategies parents should use for good prenatal care at each phase of prenatal development. In the cooperative teams used for Activity 2b, identify the significant aspects of prenatal care for the phase of prenatal development you featured in your poster. Summarize what you learn in the presentation for the chapter.

d. Complete **Amazing Baby: Reflections on Prenatal Development and Care** (p. 161).

Teacher Note: Following the presentation of the videotape or film, invite students to anonymously write questions on the above mentioned handout and place the bottom half of that sheet in a classroom question box. This gives students who are embarrassed or afraid to ask questions an opportunity to get information. Use the questions placed in the box for further discussion. Be thorough in answering all questions.

e. Using the information you have learned on prenatal care thus far, create a bulletin board using pictures of women in various stages of pregnancy. Title the bulletin board, "Healthy Mother–Healthy Baby." Highlight appropriate strategies for prenatal care at each stage of pregnancy.

Discussion Questions

- *What are the consequences of good prenatal care during pregnancy? For the mother? For the baby? For the family? For society?*
- *What are the consequences of poor prenatal care during pregnancy? For the mother? For the baby? For the family? For society?*
- *What values, attitudes, and skills do parents need to provide good prenatal care during pregnancy?*

f. **FHA/HERO:** Form committees to seek and creatively present further information on topics related to prenatal care and development that are of interest to the class. Possible topics are listed below. Research the topic and decide on a creative presentation to help chapter members learn about the topic. For instance, your committee may choose to invite a speaker, show a video, present a skit, or design a display. Following the presentations, plan and carry out possible community service projects of interest to the group related to prenatal care and development.

(1) Signs of pregnancy
(2) Warning signals that something might be wrong
(3) Gestational age, calculation of due date
(4) Diagnostic testing during pregnancy (ultrasound, amniocentesis, etc.)
(5) Nutrition during pregnancy
(6) Effects of harmful substances (smoking, alcohol, drugs, etc.)
(7) Factors harmful to fetal development (X-rays, rubella, STDs, etc.)

Discussion Questions

- *How is this information helpful to parents making decisions about prenatal care?*
- *What actions does this information suggest would be ethical for parents to take?*
- *Where can parents get adequate, reliable information about these topics?*

g. **Action Project:** Design posters promoting good prenatal care. Write a letter to arrange with local doctors' offices to display the posters for two weeks. Following the time period, remove the posters and write a follow-up letter to the offices.

h. **FHA/HERO:** Invite a couple in their ninth month of pregnancy to class to describe their experiences during the pregnancy. Create questions to use in the discussion. Following the birth of their baby, write letters of congratulations or send a gift on behalf of the chapter.

3. Birth

a. Write questions you have about labor and delivery on index cards or slips of paper. Place them in a large container. Draw the cards from the container, and categorize them according to the types of information related to answering each question. List sources of information available for answering these questions. Analyze the reliability of each source.

Discussion Questions

- *Were some of the questions similar? Why?*
- *Do you think first-time parents might have some of the same questions as you did about labor and delivery? Why or why not?*
- *Where could first-time parents go to get information about labor and delivery?*
- *Do second or third-time parents need to research information about labor and delivery?*

b. Complete **Labor and Delivery** (p.162). Define unfamiliar terms. Discuss how this information supports or refutes what you have heard about labor and delivery. Recall television or movie examples of births and relate how close to reality the procedures represent what you are learning about labor and delivery. Discuss how these media representations provide information or perpetuate myths about labor and delivery.

Teacher Note: If it is appropriate for your school and community environment, a film of a birth may be shown to illustrate the stages of labor. The answers to **Labor and Delivery** (p. 162) are as follows: First stage: 2, 3, 5, 6, 7, 10; Second stage: 4, 8, 9, 11, 13; and Third stage: 1, 12.

c. In cooperative learning groups, choose a method of childbirth, such as those listed below. Research that method. Define unfamiliar terms and clarify procedures associated with that method. Form new cooperative groups, with each member of the new group having studied a different method, and create a chart showing each method, an explanation of that method, and advantages and disadvantages of that method. Display your charts in the classroom and note similarities and differences between the charts of each group.

(1) Traditional
(2) Family-centered
(3) Lamaze
(4) Leboyer
(5) Cesarean section

d. **FHA/HERO:** Organize a field trip to a local hospital to see the labor and delivery facilities or invite a labor and delivery nurse to class to discuss facilities. Inquire as to which methods of childbirth studied in the previous activity are locally available.

e. Interview parents who have recently given birth about their labor and delivery experiences. Prepare a list of questions, such as those below. Share your findings with the class and draw conclusions about the realities of labor and delivery.

   (1) What childbirth method did you experience?
   (2) What did you see as being the advantages and disadvantages of this method?
   (3) What were your feelings prior to the experience? Following the experience?
   (4) What was the role of the mother in this process? The father?
   (5) What advice do you have for future parents to prepare for this experience?

f. Read **The Apgar Scale** (p. 163). In small groups, use dolls to illustrate how the various conditions might be evaluated.

   Discussion Questions
   - *How is this information helpful to parents? Doctors?*
   - *Why should parents be concerned about an infant's Apgar score?*
   - *What are the limitations of an Apgar score?*

g. In small groups, choose one of the case studies below and use classroom resources to decide on a course of action for that practical problem. Present your case study and your findings to the class.

   (1) Jeff and his wife Gerri are preparing for the birth of their child in just a few weeks. Gerri plans to have the baby at a hospital about 25 miles away. She and Jeff would like to have their bags packed for the hospital in case they would need to leave quickly. What should Jeff and Gerri pack for the hospital delivery, for Gerri's stay in the hospital after the birth, and for the needs of the new baby at the hospital?
   (2) Shawan and Kyle are expecting a new baby in a few months and wondering whether or not Shawan should breast feed or bottle feed the infant. Shawan's mother did not breast feed her children, but Kyle has heard that there are many advantages. Shawan plans to return to work full-time when the baby is about three months. What type of infant feeding should Shawan and Kyle choose?
   (3) Brenda and Robert are expecting their first child and would like to choose a pediatrician before the child is born, so that he or she can visit the child soon after birth in the hospital. How should Brenda and Robert go about choosing a pediatrician?

(4) Joy and Jamahl are preparing for the birth of their first child in about a month. They would like to assemble the necessary supplies and equipment they will need to care for a newborn. They do not have much money to spend. What do Joy and Jamahl need and how should they go about getting it?

(5) Judy and Gary have selected the hospital in which they would like to deliver their baby. The hospital has many options for delivery, including a birthing room, as well as options for rooming-in. They must indicate their preferences to the hospital before the delivery. Gary has been involved in childbirth classes and would like to be part of the birth. They would also like their other two children, ages seven and nine, to welcome the new baby as soon as possible. What choices regarding delivery, hospital stay arrangements, and visitation will be best for Judy and Gary?

h. Examine sample birth certificates, including, if possible, your own. Make a list of the information on the birth certificate. Use classroom resources to identify situations when the birth certificate is needed as a legal document. Explain the importance of keeping this document in a safe place for later use and some examples of safe places where the document could be stored.

i. **FHA/HERO:** Invite a representative from the local office of the March of Dimes to share information about birth defects with the chapter. Design a community service project related to providing assistance to new parents who have children with birth defects, or organize a fund raising project and make a donation to an organization that assists such parents.

j. **Action Projects:** Research various pain reducing medications and/or anesthetics used during labor. Identify the circumstances under which each is likely to be used and the effect each has on the mother and the baby. Present your findings to the class in an oral report.

4. Infant care

a. Collect and display pictures of newborn infants and bring a doll to class to illustrate a newborn infant. Imagine you are the parent of a newborn at home only 24-hours after the birth, facing the practical problem, "How should I care for a newborn infant?" On a sheet of paper, list your questions and concerns about this responsibility. In pairs, share your lists. Identify the five most important things you could do to prepare for such a situation. As a class, compile a list of questions, concerns, and important strategies.

Discussion Questions

- *How do you think it feels to be a first-time parent with a newborn?*
- *What information will assist parents in meeting the needs of a newborn?*
- *Where can a parent find reliable information?*
- *Why is it important for parents to prepare for caring for a newborn?*

b. **FHA/HERO:** Form teams to design various learning centers around the classroom related to infant care. Select one aspect of infant care, such as those listed below. Collect resources related to that aspect such as brochures, videos, pamphlets, or articles. Design one or more learning activities chapter members could do when they visit your learning center. Plan a day or two in which members can visit all learning centers and experience the activities. As a culminating experience, invite a parent and his or her newborn to class to demonstrate and discuss infant care.

(1) Feeding an infant
(2) Diapering an infant
(3) Clothing an infant
(4) Bathing an infant
(5) Infant massage
(6) Infant stimulation

c. **Action Project:** Volunteer to help a new parent in caring for an infant. Record your experiences in a journal and reflect on what you have learned about infant care.

d. **FHA/HERO:** Organize an experience to simulate caring for a child on a 24-hour basis. Assign an egg, five-pound bag of flour or sugar, or live bedding plant to each chapter member to care for for a certain length of time, such as over a weekend. The ideas below may be used as possible project activities, but your chapter may come up with some additional ideas on their own.

(1) Randomly assign male, female, twin, triplets, etc., and provide supplies so that chapter members can "dress" their baby or babies
(2) Suggest possible babysitting options–as parents, they must never leave babies unattended
(3) Keep journals describing the needs of their child and experiences of caring for a newborn
(4) Randomly distribute special circumstances such as illness, diet problems, colic, etc., to some chapter members as special parenting challenges
(5) Bring child abuse proceedings against those parents who do not care for their "baby" or "babies" appropriately and hold a mock trial

5. Parent sharing and bonding

a. Read **Bonding** (p. 164). Create a classroom display or bulletin board entitled "Strengthening Family Bonds," that includes pictures of parents bonding with infants.

Discussion Questions
- *What are the consequences of bonding with an infant? Not bonding with an infant?*
- *What do parents need to believe and do to bond successfully with an infant?*
- *What social or economic factors might restrict the development of family bonds?*

b. Hold a suggestion circle to identify specific ways to bond with infants. Compile your list of suggestions. In small groups, create two-sided brochures. The title on one side might be, "Father's Bond . . .," and on the other side, "Mother's Bond . . ." Feature suggested ways for parents to bond with infants.

c. In same gender groups, make a list of infant care tasks that could be done by parents of the opposite gender than the members of your group. Then make a second list for parents with the same gender as members of your group. Share your lists with the class.

Discussion Questions
- *Is it important for fathers to care for infants as well as mothers? Why or why not?*
- *Why do fathers sometimes find it difficult to care for an infant?*
- *What would be the consequences if a mother cared for an infant, but a father did not?*

d. Divide the class into two groups and debate the statement, "Parents should share the responsibilities of caring for a new infant." Following the debate, list the consequences of sharing and not sharing parenting roles while caring for newborns.

Discussion Questions
- *What barriers might exist to sharing parenting roles?*
- *What do parents needs to believe and do to share parenting roles?*
- *What kinds of help can be found for parents who have conflicting goals about sharing parenting responsibilities?*
- *When might be a good time for a couple to discuss the sharing of parenting roles?*

e. Write a journal entry about parent sharing and bonding. Use the following questions to guide your reflection.

(1) The most important things to remember when caring for a newborn are . . .
(2) To prepare for a new baby parents need to . . .
(3) A mother's responsibilities in caring for a newborn should be . . .
(4) A father's responsibilities in caring for a newborn should be . . .
(5) Sharing parenting roles means . . .
(6) Bonding with an infant means . . .

6. New children–integration into family

a. Use **Parent Interview–Integrating New Children Into the Family** (p. 165) to interview parents about their experiences. If possible, divide the class into groups so that each group interviews parents with a different set of circumstances for the arrival of the child, such as those listed below. Share your interview findings and draw conclusions about the challenges and successes of integrating new children into a family.

(1) Birth of child
(2) Blended family
(3) Adoptive family
(4) Foster family

b. **FHA/HERO:** Using the information learned from the parent interviews, develop strategies for parents to use when integrating new children into the family. Create a brochure that could be printed to help parents with new children, including community resources available. Distribute to parents in your community.

c. Write a paragraph describing a personal experience or an experience you observed in another family when an older sibling was introduced to a new baby or a younger family member. In pairs, share your stories and identify feelings and concerns of the older sibling. As a class, compile a list of feelings that small children might experience when they welcome a new infant or family member. In small groups, generate ways of helping that child cope with a new baby. Share your ideas with the class and compare them to those described on **Helping Older Children Adjust to a New Baby** (p. 166).

Discussion Questions

- *What are the consequences of welcoming a new baby for an older child?*
- *Why is it important to anticipate the feelings and needs of older children when welcoming a new child into a family?*
- *What strategies have you seen families use effectively? Why?*
- *What do parents need to believe and do in order to integrate new children into the family in caring ways?*

d. Create a display of children's books regarding welcoming a new baby into the family. In small groups, select a book, prepare to read it aloud the class, and explain how that book reflects the strategies for integrating children into a new family you have identified through Activities 4b, 4c, and 4d.

e. **Action Project:** Write and illustrate a children's book to be used with a small child that will help prepare that child for the arrival of a new family member.

7. Legal rights and responsibilities

a. Read the situations below and identify issues related to the legal rights and repsonsibilities of parents and children. Collect and analyze newspaper articles related to these issues. Generate questions you have about the legal rights of children, parents, grandparents, school authorities, and community agencies who have a stake in raising children. Analyze sources of information available for getting answers to these questions.

(1) A biological father has just been granted custody of his daughter, who was legally adopted after she was born. The birth mother offered the baby for adoption, and told the father she had died at birth. A judge ruled that the adoption was unfair to the father and that he now has a legal right to the child. The child, now four years old, is taken from the only parents he has ever known to live with his biological father.
(2) A father picked his child up early from school. An hour later, the mother came to get the child and was furious that the school had released him to his father. His father does not have custody or visitation rights for the child.
(3) A sixteen-year-old girl, long neglected by her single father, is seeking status as an emancipated minor. Under this distinction, she can live on her own as an adult.
(4) A pregnant teenager has chosen to put her child up for adoption through a private agency. She would like to share information about herself with the adoptive parents, and to have them share that information with the child when it is appropriate to do so. The adoption agency explains that the identity of the birth mother should be withheld. The teenager feels that her child should have a right to know the identity of her real mother.
(5) Two grandparents are saddened by their son's divorce from his wife. In the divorce agreement, the wife has sole custody of their only grandchild. Now that their son will have no contact with his child, they worry that they will not have a right to see the child.
(6) A woman with three children works full-time and barely makes ends meet financially. Her divorced husband fails to pay his child support. He has moved to another state so that it is difficult to trace his whereabouts.

Discussion Questions

- *Why should you be concerned about these issues as future parents? As members of a community?*
- *What are the consequences of these situations for children? For parents? For other family members? For society?*
- *What information would be helpful in dealing with these issues?*

b. **FHA/HERO:** Invite a panel of legal experts to address the issue of legal rights and responsibilities of the various parties involved in raising children. Panel members might include lawyers specializing in family law, legal aid officers, children's services workers, probation officers, or local police officers. In listening teams, identify one of the topics below, prepare questions to ask the panel about your topic, and summarize information after the presentation.

(1) Legal rights and responsibilities of children
(2) Legal rights and responsibilities of grandparents
(3) Legal rights and responsibilities of birth parents
(4) Legal rights and responsibilities of foster and adoptive parents
(5) Legal rights and responsibilities of guardian
(6) Meaning of terms emancipated minor
(7) Meaning of term power of attorney
(8) Legal rights, responsibilities, and ramifications of those involved in divorce proceedings and custody agreements

c. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about becoming a parent, prenatal development and care, birth and delivery, newborn care, bonding, and integrating new children into a family. Add behaviors to your continuum that illustrate how parents can support the development of children related to these issues. Example behaviors are listed below. Then list behaviors of parents that might constrain development of children.

(1) Avoid harmful substances during pregnancy
(2) Eat well during pregnancy
(3) Prepare for birth and delivery
(4) Involve the father in birth and delivery
(5) Hold, stroke, and talk to an infant
(6) Meet the physical needs of an infant
(7) Share responsibilities for caring for an infant
(8) Let older children know they are loved and are special as new children are added to the family

Assessment

Paper and Pencil

1. Explain the biological processes of conception, prenatal development, and birth. Include a description of each stage of prenatal development and each stage of brith and delivery.

2. Identify factors affecting prenatal health of mother and child.

3. Given case studies of new parenting situations, plan strategies to obtain and allocate resources to ensure emotional and physical well-being of parent(s) and child(ren).

4. Identify at least four factors to consider in labor and delivery.

5. Given case studies, develop strategies for providing care of new child(ren).

6. Given case studies, develop strategies to ensure integration of new child(ren) into the family.

7. Explain the bonding process and how it impacts parent-child relationships.

8. Given case studies, develop strategies for sharing parenting responsibilities

9. Explain the legal rights and responsibilities of mother, father, child(ren), grandparent(s), school authorities, and community agencies in raising children.

10. Explain the significance of birth certificates.

11. Define the following terms: child support, paternity, visitation, custody, guardianship, emancipated minor, and power of attorney.

Classroom Experiences

1. In cooperative learning groups, choose one of the ways people become parents identified below and research terminology, procedures, and factors to consider when becoming a new parent in that way. Form new groups so that each member of the new group has researched a different method of becoming a parent, and share information to develop a chart. The chart should include each method, a description of that method, and the consequences of becoming a parent under those circumstances.

2. In cooperative teams, become experts on one phase of prenatal development. Use the information to design a poster about the phase of prenatal development you have chosen. Present your findings to the class.

3. Form groups to seek and creatively present further information on topics related to prenatal care and development that are of interest to the class. Possible topics are listed below. Research the topic and decide on a creative presentation for the chapter members to learn about the topic.

4. In cooperative learning groups, choose a method of childbirth and research that method. Define unfamiliar terms and clarify procedures associated with that method. Form new cooperative groups, with each member of the new group having studied a different method, and create a chart showing each method, an explanation of that method, and advantages and disadvantages of that method. Display your charts in the classroom and note similarities and differences between the charts of each group.

5. Interview parents who have recently given birth about their labor and delivery experiences. Prepare a list of questions to ask parents during your interview. Share your findings with the class and draw conclusions about the realities of labor and delivery.

6. Form teams to design various learning centers around the classroom related to infant care. Select one aspect of infant care. Collect resources related to that aspect such as brochures, videos, pamphlets, or articles. Design one or more learning activities for your learning center.

7. Interview parents about their experiences of integrating new children into a family. Share your interview findings and draw conclusions about the challenges and successes of integrating new children into a family.

Application to Real-life Settings

1. Design posters promoting good prenatal care. Write a letter to arrange with local doctors' offices to display the posters for two weeks. Following the time period, remove the posters and write a follow-up letter to the offices.

2. Design a community service project related to providing assistance to new parents who have children with birth defects, or organize a fund raising project and make a donation to an organization that assists such parents.

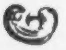
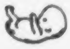
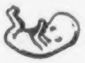
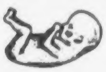
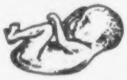
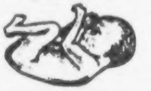
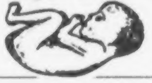
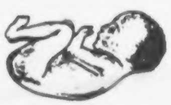
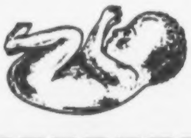
3. Research various pain reducing medications and/or anesthetics used during labor. Identify the circumstances under which each is likely to be used and the effect each has on the mother and the baby. Present your findings to the class in an oral report.

4. Volunteer to help a new parent in caring for an infant. Record your experiences in a journal and reflect on what you have learned about infant care.

5. Create a brochure that could be printed to help parents with new children, including community resources available. Distribute to parents in your community.

6. Write and illustrate a children's book to be used with a small child that will help prepare that child for the arrival of a new family member.

Prenatal Development Month by Month

	Prenatal Development	Effects on Mother
During the First Month 	Cell multiplication begins. The fertilized egg attaches itself to the lining of the uterus. Internal organs and the circulatory system begin to form. The heart begins to beat. By the end of the month, small bumps indicate the beginning of arms and legs.	Missed menstrual period. Other signs of pregnancy may not yet be noticeable.
During the Second Month 	At five weeks, the embryo is only about 1/4 inch long. Face, eyes, ears, and limbs take shape. Bones begin to form. Internal organs continue to develop.	Breasts begin to swell. Pressure on bladder from enlarging uterus results in need to urinate more frequently. Possible nausea ("Morning sickness"). Fatigue is common.
During the Third Month 	As this month begins, the fetus is about 1 inch long. Nostrils, mouth, lips, teeth buds, and eyelids form. Fingers and toes are almost complete. All organs are present, although immature.	Breasts become firmer and fuller and may ache. Nausea, fatigue, and frequent urination may continue. Abdomen becomes slightly larger. The uterus has grown to about the size of an orange. Weight gain totals 2-4 pounds.
During the Fourth Month 	At the beginning of this month, the fetus is about 3 inches long and weighs about 1 ounce. The fetus can suck its thumb, swallow, hiccup, and move around. Facial features become clearer.	Size change continues slowly. Most discomforts of early pregnancy are usually gone by this time. Appetite increases.
During the Fifth Month 	As this month begins, the fetus is about 6-1/2 to 7 inches long and weighs about 4-5 ounces. Hair, eyelashes, and eyebrows appear. Teeth continue to develop. Organs are maturing. The fetus becomes more active.	Enlarged abdomen becomes apparent. Slight fetal movements are felt. Fetal heartbeat may be heard through a stethoscope. Increased size may begin to affect posture.
During the Sixth Month 	The fetus is now about 8-10 inches long and weighs about 8-12 ounces. Fat is being deposited under the skin, but the fetus still appears wrinkled. Breathing movements begin.	Fetal movements are now sensed as strong kicks, thumps, and bumps. Some may be visible. Weight gain by the beginning of this month may total 10-12 pounds.
During the Seventh Month 	The fetus is about 10-12 inches long and weighs about 1-1/2 to 2 pounds. Periods of fetal activity are followed by periods of rest and quiet.	Increased size may begin to affect posture.
During the Eighth Month 	Weight gain continues rapidly. The fetus is about 14-16 inches long and weighs about 2-1/2 to 3 pounds. The fetus may react to loud noises with a reflex jerking action. In most cases, the fetus moves into a head-down position.	There may be discomfort as size increases. Backache, leg cramps, shortness of breath and fatigue are common. Fetal kicks continue to be felt and they may disturb the mother's rest. At the beginning of this month, weight gain totals about 18-20 pounds.
During the Ninth Month 	At the beginning of the final month, the fetus is about 17-18 inches long and weighs about 5-6 pounds. Weight gain continues until the week before birth. Skin becomes smooth as fat deposits continue. Fetal movements decrease as the fetus has less room to move around. The fetus acquires disease-fighting antibodies from the mother's blood. The fetus descends into the pelvis, ready for birth.	"Lightening" is felt as the fetus drops into the pelvis. Breathing becomes easier. Other discomforts of late pregnancy may continue. A total weight gain of 24-30 pounds is typical. The uterus is the size of a small watermelon by the time of birth. False labor pains may be experienced.

Source: H. Brisbane. *The Developing Child.* New York: Glencoe/McGraw-Hill, 1994.

Amazing Baby

Reflections on Prenatal Development and Care

Use the questions below to write a journal entry about what you have learned thus far about prenatal development and care. There are no right or wrong answers to these questions.

1. What amazed you the most regarding conception?
2. What amazed you the most regarding the baby's prenatal development?
3. What do you perceive as the most important aspect of the mother's role during prenatal development?
4. What do you perceive as the most important aspect of the father's role during prenatal development?

Tear or cut off the bottom of this sheet and place it in the Question Box in the classroom.

1. What additional information would you like to know about conception?

2. What additional information would you like to know about prenatal development?

Labor and Delivery

The chart below describes the stages of labor. Various events that occur during labor are listed below the chart. Use classroom resources to complete the chart by adding the numbers from the list below in the column "Events that Occur."

	Known as:	**Begins when:**	**Ends when:**	**Average length of time:**	**Events that occur:**
First Stage	Dilation stage	The first labor pain starts.	The cervix has dilated enough to allow the baby's head to enter the birth canal.	Six to 18 hours for a first baby. Four to six hours for later babies.	
Second Stage	Expulsion stage	The cervix is fully dilated and the baby's head is in the birth canal.	The baby is born.	Five to 45 minutes.	
Third Stage	Afterbirth stage	The contractions of the uterus continue after the birth of the baby.	The placenta is "born."	10 to 15 minutes.	

Events that occur during labor:

1. Contractions continue and cause the placenta to separate from the wall of the uterus.
2. Mild contractions begin at 15 to 20 minutes apart and last 60 to 90 minutes.
3. The cervix dilates.
4. Crowning occurs.
5. Contractions gradually become more regular, until they are less than five minutes apart.
6. Contractions become stronger and progress to three minutes apart, lasting about 45 seconds.
7. Can be divided into three phases: early, active, and transition.
8. An episiotomy might be performed.
9. The doctor gently turns the baby's head so the shoulders can be born easily.
10. The membranes rupture ("Water breaks").
11. The baby is helped to breath and given a quick health evaluation according to the Apgar scoring system.
12. The placenta is examined to make sure it has not torn, leaving some excess tissue in the uterus.
13. The umbilical cord is clamped and cut.

The Apgar Scale

The newborn's physical condition is evaluated about one minute after birth using a scale developed by pediatrician Virginia Apgar. As shown below, the infant is given a rating from 0 to 2 in each of five areas. A total score of 6 to 10 is considered normal. A lower score is a sign that the baby needs special attention. Usually, the Apgar is given again at five minutes after birth. A more thorough examination is normally done 12 to 24 hours after the birth.

	Score 0	**Score 1**	**Score 2**
Pulse (Heart beat)	Not detectible	Under 100	Over 100
Breathing	None	Slow, irregular	Good, crying
Activity (Muscle Tone)	Limp	Some movement of extremities	Active motion
Responsiveness (Baby's reaction when nose is irritated)	No response	Grimace	Cough, sneeze, or lusty cry
Color White-skinned	Blue or pale	Body and limbs pink, not blue	Completely pink
Dark-skinned	Grayish and pale	Strong body color, but grayish limbs	Strong color, pink lips, and pink palms and soles

Bonding

Bonding is the process by which parents and child form a close emotional attachment. Through bonding, the child learns to trust his or her world and develop a sense of belonging and security. Bonding begins shortly after birth when mother and father begin to cuddle, pat, stroke, and love the baby, and care for baby's needs. It continues throughout the first year of the baby's life as the baby is lovingly cared for and held.

Some believe that the first hour after birth is a critical period for bonding to begin. Certainly parents who begin to hold and cuddle their babies shortly after birth can develop a strong attachment right away. However, parents who are prevented from having this skin to skin contact with the baby because of illness, a premature birth or adoption of a baby can still bond with their babies. New babies' brains probably are not developed well enough for them to be aware of what happens to them right after birth. It is the loving, bodily contact and care over the first several months that establishes a loving bond. It is almost impossible to give too much holding and bodily loving during the early months of a baby's life.

Benefits of Bonding Between Parent and Child:

Infants

Better physical development

Fewer illnesses

Increased chances of survival

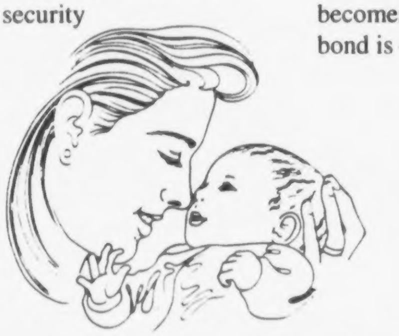
Less crying

Happier infant

Better language development

Possibly higher IQ

Develops a sense of trust and security



Parents

More self-confident as parent

Faster recovery from delivery

More cases of breast feeding

Less "depression" after delivery

Less incidence of child abuse

Meeting child's needs and future guidance becomes easier when bond is established

Ways to Achieve Bonding

1. Providing soft, firm pressure especially on front body surfaces
2. Holding close, stroking, massage, gentleness
3. Swaddling (warmth and closeness)
4. Cuddling, kissing, touching, lots of eye-to-eye and skin-to-skin contact between parent and baby
5. Talking or singing to the baby
6. Letting baby hear heartbeat or voice of mother
7. Rocking
8. Breast feeding–holding baby at perfect distance during nursing for eye-to-eye contact in baby's range of vision

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Parent Interview

Integrating New Children Into the Family

Interview parents and write their responses to the questions below.

Type of circumstances under which new baby came into family: ______________________________

____

	Response of Mother	Response of Father
1. What were your feelings about the new child?		
2. What fears, if any, did you have?		
3. What dreams or aspirations, if any, did you have?		
4. What did you do to help prepare the other children in the family for this new member?		
5. What do you think was the biggest adjustment in integrating your new family member?		
6. In what ways, if any, did sharing parent roles help with this new member?		
7. What steps did you take to reduce the stresses or adjustments for the new member?		
8. What steps did you take to reduce the stresses or adjustments for yourself? In other family members?		
9. Where do you go for help with this situation? What resources did you use for help?		

Helping Older Children Adjust to a New Baby

Babies and young children have a very special place in the lives of most families. Because of their needs and their appealing appearance, children receive more attention than most of us.

When a new family member arrives who gets an extra amount of attention, older children can suffer a loss. Their own special position in the family often seems to them to fade as family members, particularly parents, welcome and care for the new baby.

What can be done to help older children have an easier time accepting new babies and feel less of a loss of their own importance?

- Prepare the older child ahead of time for the arrival of the new baby by telling him or her about it.
- Assure the older child that his or her own special place in your heart and in the family is assured–that no one can ever replace him or her.
- Discuss with the older child that he or she will soon be a brother or sister. Talk about things that brothers and sisters do together and share real-life examples,
- Allow the older child to help make preparations for the new baby. If the baby will be sleeping in a crib the older child has been using, provide a "big-child" bed two or three months in advance. If possible, prepare a new or improved place for the older child. If the older child's needs are met well before the new baby arrives, he or she is less likely to feel "replaced."
- Find ways of including older children in the care of the new baby. For example, toddlers can hand a diaper, help to fold over the corners of the baby's blanket, and sit in a parent's lap as they both hold the new baby. Older children can do more.
- Find a few minutes each day to be alone with and do "grown-up" things with the older child.
- Express appreciation to the older child for any help that is given.

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Meeting Developmental Needs

CONTENT MODULE 4

Module Overview

Practical Problem: What should I do about nurturing children?

Competency **6.0.4:** Meet developmental needs of children

Competency Builders:

6.0.4.1 Identify physical, emotional, social, and intellectual growth patterns and needs
6.0.4.2 Analyze significance of meeting developmental needs
6.0.4.3 Identify individual aspects of development
6.0.4.4 Plan strategies to meet individual developmental challenges
6.0.4.5 Analyze strategies for caring for children with special needs
6.0.4.6 Plan strategies to enhance development of children through play and activities
6.0.4.7 Plan strategies to meet nutritional needs
6.0.4.8 Plan strategies to provide for health and safety needs from conception through adolescence
6.0.4.9 Plan strategies to provide preventive health care services (e.g. immunizations, dental care, developmental screening, identification and treatment of communicable diseases)

Supporting Concepts:

1. Developmental expectations
2. Physical development
3. Social/emotional development
4. Intellectual development
5. Play and activities

Teacher Background Information

Rationale

The young child's rapid growth in all areas of development is one reason that parenting is complex. Just as parents are becoming comfortable with one stage of development, the child begins moving into the next stage calling for a new understanding of needs, expectations, and developmental issues. While many parents mention that watching their child develop is one of the joys of parenthood, most also find that understanding their child's and adolescent's needs during this growth process is a task that takes considerable time and effort.

Considerable research has identified that while most parents have a general understanding of how well their child is developing, many have a lack of specific developmental knowledge. This is problematic as parents must understand the developmental level and the developmental needs of their children in order to provide the optimal experiences for growth (Adamson et al., 1987). This understanding includes having developmentally appropriate expectations of what their child is capable of at every stage. In addition, it is important that parents are aware of developmental markers so that they can seek appropriate advice and help when they suspect that their child is experiencing delays in development or other related problems. Research indicates that parents are valuable referents and their appraisals and concerns are often instrumental in the early diagnosis and subsequent help for their child's developmental problems (Glascoe et al., 1989).

Background

Development is a truly fascinating and wonderful phenomenon. It is not something to be accelerated or skipped. One period of childhood or adolescence or one aspect of development is not better or more important than another; each has its own tasks to accomplish. Beginning shortly after birth, babies can be assessed developmentally (Brazelton, 1984). As children grow through childhood and adolescence, we continue to make appraisals as to their progress related to established norms.

Children and adolescents develop in four major areas: physical, emotional, social, and intellectual. Development among these areas of growth proceeds unevenly. That is, there may be periods of rapid physical growth when other growth areas seem to remain constant. There will also be times when children seem to regress in their development in certain areas. This is typical and often occurs when they are experimenting with new experiences and skills. Growth in all areas is facilitated or inhibited by the child's own readiness, his or her genetic makeup, and by outside forces, such as the environment in which he or she lives.

Four major theories have been used by researchers to study child development: maturational–focusing on an individual's biological timetable, psychoanalytic–concerned mainly with personality development, learning–focusing on learned behavior and effects of the environment, and cognitive-developmental–focusing on how knowledge is constructed gradually through interactions with the environment. These theories provide a framework for the infinite variety of interpretations we can make of a child's behavior. At the same time, by their very nature, theories can limit the aspects of children's behavior that we see or pay attention to; a single theory is only one way of viewing a child's experience (Newman & Newman, 1991).

One of these theories, cognitive-developmental, has received considerable attention in the child development literature. Jean Piaget has been closely linked to this theory. He discovered that children have different levels of understanding at different ages, which accounts for the fact that they don't think the same way adults do. He also found that responses to the environment depend not just on the situation but on how the individual understands the situation. According to Piaget, knowledge is constructed gradually through interactions with the environment. The child takes in information from the environment and incorporates it into an existing knowledge structure. This process is known as assimilation. The child gradually adjusts the knowledge to make better sense of new information. This process is known as accommodation. Equilibration is the process by which assimilation and accommodation are kept in balance. Piaget's findings suggest that children learn best when confronted with moderately novel events and that the desire to understand is a powerful motivating force behind children's behavior (Wadsworth, 1989).

Piagetian stages of cognitive development each represent a unique way of thinking and provide a theoretical basis for the notion of intrinsic motivation. In other words, a child may initiate actions simply to understand. Because children's knowledge differs from that of adults, children's interests also differ from adults' interests. The Piagetian stages of cognitive development are:

- *Sensorimotor* (0-18 months): Knowledge is acquired through sensory perception and motor activity
- *Preoperational* (2-6 years): Knowledge is structured and acquired through symbols, such as words; knowledge is intuitive
- *Concrete operational* (7-12 years): Knowledge is acquired and structured symbolically and logically but limited to concrete and present objects
- *Formal operations* (12 years and older): Knowledge is acquired and structured symbolically and logically; hypotheses can be generated for possibilities

Recently, a developmental/systems approach has been introduced. It attempts to provide a framework for a more complete and integrated explanation of developmental processes. In this theory, the developing individual is conceptualized as a system, who is one member of a suprasystem, such as a family. According to this approach, development proceeds within the context of and under the influence of the family. The family, in turn, is influenced by other systems with which it interacts, such as the school system, the kin network, or the peer group. While complex, this approach gives more adequate attention to the context of development.

The contribution of the parents during the process of development is significant; there is considerable need for environmental support to facilitate growth. The immaturity of the infant at birth and the continuing dependency of children and young adolescents on their parents, makes it necessary for them to rely, for the most part, on their parents for maintaining their health, providing stimulation and appropriate experiences, and protecting them from danger (Newman & Newman, 1991). Parents virtually control the context in which development unfolds. Being able to correctly assess the needs of the child is a critical role for parents.

However, parents often have difficulty in understanding the particular developmental abilities and issues of each stage of development. Limited knowledge about development may lead to overly high expectations for children's behavior–sometimes leading to parental frustration, behavior disorders, or child abuse (Clewell et al., 1989). Fortunately, under expectations are more common, but may have adverse consequences for at-home stimulation with young children. For parents of adolescents, it is difficult to miss the physical and cognitive developmental changes. Because of impending adulthood and the adolescents' desire for their own identity and independence, parenting adolescents is often challenging for parents. During this period, developmental changes force the parent-child relationship into a more adult-to-adult stature (Peterson & Leigh, 1986). Many suggest that renegotiations are necessary for healthy relationships to continue.

Glascoe & MacLean (1990) identified sources of information parents use to learn about development. These sources are listed in Table l.

Table 1. Sources of Information About Development

Source of Information	Examples
Favorable Comparisons	He's up there with the rest of the kids; she's like her dad; he's doing what his brothers did at that age.
Unfavorable Comparisons	He can't do what other kids can do; my other kids could do it at his age.
Experience/Observations	I listen to other mothers; I've been around other children.
Information from Professionals	Doctors/teachers tell me; she gets screened every so often.
Literature Training	I read a lot to see what he should be doing; I took courses in child development
Quality Environment	We teach him things at home; she goes to a good school.
No Sources	There aren't many kids around to compare; he's my first so I don't know too much.

Limited knowledge of development may undermine parents' confidence with health professionals since they may hesitate to raise concerns to physicians or to seek other resources for themselves or their children. It has been suggested earlier that parents are important referents in the early diagnosis of developmental problems. Research has shown that when elicited, parents' appraisals can aid health care professionals in identifying children with developmental problems. For example, when parents expressed concern about their children's development, children had an 80 percent chance of failing standardized developmental screening tests (Glascoe et al., 1989). This is critical because the earlier that children are diagnosed, the more likely they are to receive appropriate help. Currently in Ohio, as mandated by the Americans With Disabilities Act, there are early intervention programs available for infants from birth to two years of age, and early childhood programs in the public schools for children aged three to six.

Much attention has been given to developmentally appropriate activities and play experiences, especially during early childhood; this is evident in a review of the parenting and early childhood education literature. The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness as defined next (Bredekamp, 1987).

Meeting Developmental Needs

Age appropriateness. Human development research tells us that there are predictable sequences of growth and change during the first nine years of life that occur in all domains of development. This knowledge provides a framework from which parents and teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. The adults' interactions with each child should be responsive to these differences (Developmentally Appropriate Practice, 1987).

Play is essential for development. It is the most natural way for a child to use his capacities, to grow, and to learn essential skills (Wadsworth, 1989). Play has been criticized by some as "a waste of time" and "nonproductive." This idea has been challenged by Elkind (1981) in his classic book, *Hurried Children.* He suggests that play is the work of children and should be encouraged for its value as a stress reliever and an antidote to hurrying. As we become more aware of how children learn and develop, overwhelming evidence as to the importance of play has been accumulated.

The following have been identified in research as ways in which play contributes to development: 1) play gives the child time he needs to gratify his basic needs; 2) play is voluntary and personal and takes a high degree of motivation, achievement, and creativity; 3) play provides an imaginary world a child can master; 4) Play provides a base for language building; 5) play has a power to build interpersonal relationships; and 6) play is a way of learning adult roles (Fein, 1979; Power, 1985; Rogers & Sawyer, 1991).

Play has been most extensively linked with cognitive development in the literature. However, play also serves important functions in children's physical, emotional, and social development and is an important component of developmentally appropriate activities for children.

Finally, it seems important to consider what children in different stages of development need from their parents. The following has been suggested in the literature (Newman & Newman, 1991):

Infant and Toddler. Total care: feeding, clothing, bathing, protecting from harm, etc., emotional attachment, a sense of security, the beginnings of a feeling of control over life.

Preschooler. Continuing care balanced with encouragement of independence and autonomy, help in channeling aggression, help in developing a sense of gender identity, help in healthy acceptance of their bodies, encouragement of intellectual abilities, especially language.

Schoolchild. Help in balancing information from the outside world with what is learned at home, help in forming goals, help with moral reasoning, encouragement of achievement and special talents and skills, help with self-esteem issues.

Adolescent. Help in handling sexual feelings in a positive way, negotiating independence, with relationships with other adults, and encouragement to form own code of values, help to develop educational and career goals.

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Learning Activities

1. Developmental expectations

a. In small groups, choose one of the ages of children listed below. On a large sheet of newsprint, list ten things that children need at that age. Post your responses in the classroom, noting similarities and differences between the lists. On the chalkboard write the practical problem, "What should parents do about meeting the developmental needs of children?" List types of information that would be helpful as parents take responsible action on this practical problem.

(1) Infant
(2) Toddler
(3) Preschooler
(4) School-age
(5) Teenage

Discussion Questions

- *Why should parents be aware of the developmental needs of children?*
- *What would happen if these needs were unmet?*
- *What happens when developmental needs are fulfilled?*
- *What can parents do to provide the needs you have identified?*

b. Complete **Developmental Timeline** (p. 189). Add pictures of children in the various age groups to your timeline. Save the timelines and return to them at the end of the module to re-evaluate responses as to which tasks belong in which stages of development.

Discussion Questions

- *Did you have difficulty placing developmental tasks along the timeline? Why or why not?*
- *What do the pictures of the children in the various age groups illustrate?*
- *Why is it important for parents to understand how children develop?*
- *Will all children achieve these tasks at the same time? Why or why not?*
- *What would happen if a parent did not understand how children develop?*

c. Read the situations below and explain the consequences of unrealistic parent expectations for children's development.

(1) Jane read a book about toilet training a child in one day. She decided to train her twelve-month-old son using that method. Jane worked all day with him, and he seemed to understand what was going on. He even used the potty twice for her during the day. For the next few days, he wet his pants three or four times throughout the day. Jane decided to make him sit on a chair in his room each time his pants were wet.

(2) Bob and Sue have a three-year-old son. Bob loves baseball and has been trying to teach his son to play. The boy has trouble catching the ball and cannot seem to hold the bat according to Bob's instructions. Bob insists that his son practice regularly until he gets it right. As Bob says, "Any son of mine is going to learn how to play baseball."

(3) Karen's daughter is eighteen months old and crawls everywhere. Even though her daughter is very active and interested in touching and looking at toys and things around her, she does not seem to be trying to walk. Karen has noticed that other children her daughter's age are walking. However, Karen feels that children learn at their own pace and she should just give her daughter time.

(4) Jay's son just entered the seventh grade, and Jay feels it is important to give him more responsibility. He has asked his son to come home after school and take care of his younger sister, who is in second grade. This will save the family money in terms of paying for babysitting after school. Jay has asked his son to keep the house cleaned up and to start dinner if Jay is late for work.

Discussion Questions

- *What happens when parents are unaware of how children develop?*
- *What information will parents needs to have realistic expectations?*
- *What are the consequences of unrealistic expectations for parents? For children? For society?*

d. View overhead transparency **Characteristics of Development** (p. 190). Use classroom resources to identify a list of factors affecting development, such as those listed below. Create situations illustrating how each of these factors might affect development.

(1) Heredity
(2) Gender
(3) Position in the family
(4) Environment
(5) Nutrition
(6) Exercise
(7) Personality

e. **FHA/HERO:** Design a display illustrating how chapter members have developed over time. Ask members to bring in pictures of themselves at different ages. Group pictures together in age groups or ask members to make individual timelines and add them to your display. Note how your display reflects the characteristics of development.

f. Write a journal entry reflecting on your experiences with development. Use the questions below to guide your reflection.

  (1) What developmental milestones do you remember achieving?
  (2) What was helpful to you as you learned to do these tasks?
  (3) What made it difficult to learn these tasks?
  (4) How will studying about development prepare you as a future parent?

g. **Action Project:** Conduct a child study project in which you choose different stages of development and observe, interview, videotape, or photograph children at each stage. From your research, identify characteristics of children at each stage. Create a classroom or community display illustrating your findings.

2. Physical development

a. In cooperative learning groups, choose one of the age groups listed below and use classroom resources to complete the **Child Development Chart** (p. 191). Label this chart physical development and record information about your age group in terms of the physical developmental milestones of the age and helpful and unhelpful parent behaviors. Form new groups so that each member of the new group researched a different age. Share information so that each member of the group has a completed chart for all age groups.

  (1) Infant
  (2) Toddler
  (3) Preschooler
  (4) School-age
  (5) Teenage

Discussion Questions

- *As you look at the completed chart, what conclusions can you draw about what is happening as children develop?*
- *What does the information on your chart mean for parents?*
- *What are the major developmental milestones at each age?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*
- *How did you decide which behaviors were helpful? Unhelpful?*

Teacher Note: This is an ongoing activity for this module. Students will eventually complete one of these charts for each aspect of development. Any classroom resources may be used, such as textbooks, videotapes, brochures, or pamphlets.

b. Using a page from a coloring book, write your name at the top of the page. Then write your name at the bottom of the page using the opposite hand you normally use to write with. Use crayons to color the picture with the same hand. Explain how this simulated activity reflects what it feels like to be working on a new and difficult physical task. Share examples in your own development or the experiences of others you have observed in which someone was working hard toward achieving a developmental task. Describe how parents behaviors can help or hinder this process.

Discussion Questions
- *How did it feel physically to use your opposite hand? How did it feel emotionally?*
- *How does this relate to a child learning to use a writing instrument?*
- *What parent behaviors would be helpful to learning developmental tasks? Unhelpful? Why?*

c. Using **How to Feed Your Baby Step by Step** (p. 192), prepare examples of foods for various age children. Measure and display appropriate serving sizes. Sample foods as appropriate. Compare and contrast the foods recommended for different age levels.

d. Make a list of criteria to use when planning menus for children, such as those listed below. Use classroom references to explain these criteria. Identify ways these criteria might vary with children of different ages. In cooperative learning groups, choose an age group and create a one-day menu for a child of that age group. Use **Menu Planning** (p. 193) to record your food choices. Trade menus with those of another group and evaluate the menus according to the criteria you established. Retain the menu you planned, note the comments and suggestions, and make necessary improvements.

(1) Reflects recommended serving sizes
(2) Represents Food Pyramid recommendations
(3) Considers developmental abilities of child
(4) Looks appealing to toddlers

Discussion Questions
- *How did you decide what criteria to use when selecting food?*
- *What would happen if children were given developmentally inappropriate food choices?*
- *What might happen if a parent expected a toddler to eat adult portion sizes?*
- *Why is the Food Guide Pyramid important information for parents?*

- *What adjustments need to be made to the recommendations on the Food Guide Pyramid when considering food choices for children?*
- *What does a parent need to believe and do to feed children in ways that will nurture development?*

Teacher Note: It may be necessary to review the Food Guide Pyramid, using resources from your local Ohio State University Extension, the Dairy Council, or other classroom resources.

e. **FHA/HERO:** Use classroom resources to list suggestions for parents regarding how to interact with their children about food and during mealtimes. Design placemats or tray liners for local restaurants featuring this information.

f. Complete a Suggestion Circle for the case study below. Sit in a circle and select one student to play the role of Jessica's father. Have that student explain the circumstances. Take turns giving one suggestion for Jessica's father, until everyone in the circle has had an opportunity to make a suggestion. Record the suggestions on the chalkboard. During the suggestions, the person playing Jessica's father is to listen and acknowledge without discounting the suggestions. Following the suggestion circle, as a class, discuss how the problem should be solved.

(1) Jessica is three years old. Her father feels that she is old enough to eat everything on her plate at mealtimes. He will not let her leave the table until all the food is eaten. If she finishes, she gets dessert. Jessica has trouble eating all the food, claiming she is full. After sitting at the table for a long time, unable and unwilling to eat the food, she is sometimes sent to bed early.

Discussion Questions
- *What values do the suggestions posed by the class reflect?*
- *How should Jessica's father go about deciding which suggestions to implement?*
- *What criteria should Jessica's father use to determine what is best for himself and Jessica?*

g. **FHA/HERO:** Invite a health-care professional who works with children to class to discuss preventive health care and the care of sick children. In listening teams, choose one of the topics below, create questions to ask the speaker with regard to the topic, and, following the presentation, summarize information about that topic for the class.

(1) Well-child visits to the doctor
(2) Immunizations
(3) Care of a sick child
(4) When to call a doctor

h. In small groups, choose one of the environments for children listed below and use classroom resources to develop a checklist to assess that environment for safety for children. Include special categories on your checklist for specific age groups. Post your checklists in the classroom, noting similarities and differences between the lists.

(1) Home
(2) Playground
(3) School
(4) Child care facility

i. **FHA/HERO:** Survey parents in your community to identify health and safety concerns related to parenting, such as those listed below. Choose several of the concerns and form committees to research that issue. Develop a creative way to inform the chapter about your chosen topic. Your presentation might include a videotape, demonstrations, skits, or simulated laboratory situations.

(1) What first aid procedures should a parent know? What first aid supplies should a parent have on hand?
(2) What safety rules should I set for my child?
(3) How can I prepare my child for emergencies, such as a house fire?
(4) How can I protect my child against illness?
(5) How can I talk with my child about neighborhood violence? How can I protect my child from neighborhood violence?

j. **Action Project:** Design a booklet entitled, "Care of Your Sick Child." Use at least three up-to-date references. Include topics such as symptoms of common childhood illnesses and how they can be treated, foods that may appeal to a sick child, and how to entertain a recovering child. Offer to distribute the booklet in child health clinics in your community.

3. Social/ emotional development

a. In cooperative learning groups, choose one of the age groups listed below and use classroom resources to complete the **Child Development Chart** (p. 191). Label this chart social/emotional development and record information about your age group in terms of the social/emotional developmental milestones of the age, and helpful and unhelpful parent behaviors. Form new groups so that each member of the new group researched a different age. Share information so that each member of the group has a completed chart for all age groups.

(1) Infant
(2) Toddler
(3) Preschooler
(4) School-age
(5) Teenage

Discussion Questions

- *As you look at the completed chart, what conclusions can you draw about what is happening as children develop?*
- *What does the information on your chart mean for parents?*
- *What are the major developmental milestones at each age?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*
- *How did you decide which behaviors were helpful? Unhelpful?*

b. Write the vignettes listed below on index cards. Choose a card and role-play the expression of emotions that might occur with a child that age. Identify the feelings being portrayed in the role-play, other ways that children might convey this emotion, and how this response is related to the child's emotional development. Then suggest ways parents might respond to the emotion.

(1) A frustrated two-year old
(2) A kindergartner who is afraid
(3) A fifth-grader who is insecure
(4) An irritable infant
(5) A preschooler who is jealous
(6) A first-grader who is happy
(7) A third-grader who is anxious

Discussion Questions

- *What can a caregiver do to meet emotional needs in this situations?*
- *Why should parents be concerned about children's emotions at different developmental stages?*
- *What are the consequences of emotions that go unrecognized or unexpressed?*

c. Make a list of social behaviors parents might teach children, such as those listed below. In small groups, choose one of the behaviors and create a skit illustrating a situation in which the parents were trying to reinforce that behavior with children. Perform your skit for the class and explain the consequences of the parents' actions for the child, the family, and society.

(1) Sharing
(2) Saying "please" and "thank you"
(3) Resolving conflict
(4) Empathizing with another's feelings
(5) Showing respect for those different from self

Discussion Questions
- *What is the parent's role in helping children grow socially?*
- *What factors will influence how parents guide children in their social development?*
- *What do parents need to believe about children in order to help them grow socially?*

d. **Action Project:** Observe a number of children together in a setting such as a day care center or playschool. Profile the social and emotional behaviors of the children of particular age groups. Identify developmental tasks on which the children are working and ways in which their caregivers assist them in those tasks. Share your findings in a report to the class.

4. Intellectual development

a. In cooperative learning groups, choose one of the age groups listed below and use classroom resources to complete the **Child Development Chart** (p. 191). Label this chart intellectual development and record information about your age group in terms of the intellectual developmental milestones of the age, and helpful and unhelpful parent behaviors. Form new groups so that each member of the new group researched a different age. Share information so that each member of the group has a completed chart for all age groups.

(1) Infant
(2) Toddler
(3) Preschooler
(4) School-age
(5) Teenage

Discussion Questions
- *As you look at the completed chart, what conclusions can you draw about what is happening as children develop?*
- *What does the information on your chart mean for parents?*
- *What are the major developmental milestones at each age?*
- *What would happen if a child did not reach each milestone at a particular age?*
- *What would happen if a parent engaged in mostly helpful behaviors? Unhelpful behaviors?*
- *How did you decide which behaviors were helpful? Unhelpful?*

b. View the overhead transparency **Children Learn in Many Ways** (p. 194). In small groups, choose one way that children learn and provide a specific example related to something you learned or are learning now. Share your example with the class.

c. Read **Dear Mommy and Daddy** (p. 195). Explain how parents' behavior can influence a child's intellectual development.

d. **Action Project:** Research how the brain works and how intelligence is developed and measured. Present your findings in an oral report to the class.

e. Read **Moral Development** (p. 196) and **It's OK, Son, Everybody Does It** (p. 197).

Discussion Questions
- *How would you describe moral development?*
- *Why should parents be concerned about moral development?*
- *What should be a parent's role in the moral development of his or her children?*

f. **FHA/HERO:** Invite a children's librarian to class to discuss techniques for reading to children of different ages, and criteria to use when selecting books for children.

g. Recall and list favorite books you read as a child. Explain reasons why you liked these books. Use classroom resources to identify guidelines for selecting children's books. Make a classroom display of children's books. Use **Selecting Children's Books** (p. 198) to determine how you would rate the various books in your display.

Discussion Questions
- *How old should a child be before a parent should read to them?*
- *How is watching a story on a video different from having someone read it to you?*
- *What is the purpose of introducing books to children? Are these goals achieved through the use of videos?*

h. Read **Tips for Reading to Children** (p. 199). In pairs, choose a children's book and role-play reading the book to your partner as you would read the book to a child. Invite children to class and practice reading books to them, or read a book to a child as a homework assignment.

Discussion Questions

- *Why is it important for parents to read to children?*
- *What is the difference between reading to a single child and reading to a group of children?*
- *How did you feel when reading to children? How did the children seem to respond?*
- *What factors might make it difficult for parents to read to children? How could possible barriers be overcome?*

i. **FHA/HERO:** Create a story for children. Begin with, "Once upon a time . . ." Ask each chapter member to add to the story. Tape record and play back.

j. **Action Project:** Write and develop a children's book.

k. **FHA/HERO:** Invite someone who works with children with special developmental needs to class to address the topics listed below. Following the presentation, plan a chapter community service project that will assist families with children who have special needs or a local organization that helps such families.

(1) Identifying developmental delays or special needs
(2) Services available
(3) Suggestions for parents

5. Play and activities

a. Write a one or two-sentence response to the phrase, "Play is a child's work." Share your responses with the rest of the class and make a list of reasons why play is important, such as those listed below. View the overhead transparency **Patterns and Forms of Play** (p. 200). In small groups, create examples of the various patterns and forms.

(1) Play provides ways for the child to learn and expand knowledge
(2) Play increases a child's social skills
(3) Play helps a child develop personal relationships
(4) Play helps a child develop autonomy and self-concept
(5) Play promotes emotional development
(6) Play helps a child develop physical and motor skills

Discussion Questions

- *Why should we be concerned about play for children?*
- *What is the goal of play?*
- *What does a parent need to believe about play in order to nurture a child's development?*
- *Is it important for children to experience variety in the pattern and forms of their play? Why or why not?*

b. In small groups, choose one of the common children's toys or play materials below, and describe how a child at three different ages might play with that toy: a six month old, an eighteen-month old, and a three-year-old. Share your responses with the class. Explain how a child's developmental level should be considered when selecting toys.

(1) Crayons
(2) Ball
(3) Stuffed toy
(4) Book

c. Create a display of children's toys. Make a list of criteria you would use when selecting toys. Compare your criteria with those identified on **Rating Toys for Children** (p. 201) and use the score sheet to determine which toys would be appropriate.

Teacher Note: Check with local toy stores, day care centers, or students to make a collection of toys. Include some packaging to examine the labels and age recommendations. Note that when toys are handed down from family and friends, purchased at garage sales, or made by hand by friends or relatives, these package recommendations are not available.

d. Read **Toys May Be Hazardous. . . Choose Wisely** (p. 202).

e. In small groups, make a list of activities that parents can do with children, such as those listed below. Display the lists in class. Star those activities that are low in cost or free of charge. Make a chart with columns labeled according to various developmental stages and list activities that would be appropriate for each stage.

(1) Go to the library
(2) Picnic
(3) Visit museums
(4) Take walks outside
(5) Go to playgrounds
(6) Attend cultural events (plays, exhibits, fairs)
(7) Visit amusement parks
(8) See movies
(9) Projects or hobbies
(10) Games
(11) Sports

(12) Clubs and organizations
(13) Playing musical instruments
(14) Caring for pets

Discussion Questions

- *What are the consequences of participating in a variety of activities with children?*
- *How should parents decide what activities are appropriate for children?*

f. In small groups, choose one of the situations below and suggest play activities and toys you would recommend for a parent of that child. Share your suggestions with the class.

(1) An eight-year-old boy who enjoys being active. His parents are concerned he is watching too much television.
(2) A preschooler who lives in a rural community. There are very few community resources such as museums or zoos. There is no preschool program. She has very few children to play with.
(3) A second-grader that plays mostly by herself.
(4) A toddler who is very curious about the world around her
(5) A preschooler who is interested in sports.
(6) A child with special needs who must develop and improve muscle use

Discussion Questions

- *What did you consider as you decided which activities were appropriate?*
- *What toys or play materials would you select? Why?*
- *What activities could be done at little or no cost?*

g. Divide the class into two groups and debate the statement, "Watching television is an appropriate play activity." Following the debate, design a bulletin board about children and television. Feature statistics about the amount of time children spend watching television, such as those listed below. Illustrate things parents can do to guide children in the area of television viewing, such as those listed on **Tips for Taming–and Teaching With–Television** (p. 203).

(1) 98 percent of U.S. homes have at least one television set and nearly half of them have two or more.
(2) Toddlers view more than 30 hours of television programming a week.
(3) Children under the age of 12 average 25 to 28 hours of television a week.
(4) Saturday morning television accounts for only 16 percent of television viewing.

(5) The average high school graduate will have logged 20,000 hours of television viewing and 11,000 hours of school.
(6) Children spend more time watching television than any other activity except sleeping.

Discussion Questions
- *Is it possible for children to watch too much television? Why or why not?*
- *Why do children watch television?*
- *What do parents need to believe in order to make decisions about children and television that support children's development?*

h. **Action Project:** Conduct a project to evaluate television shows and their effect on children. Identify programs suitable for children at specific ages, programs unsuitable for children, and make recommendations for parents regarding the use of television. Present your findings in a written report.

i. **FHA/HERO**: Create a notebook of activities to do with children. Offer to place the notebook in the local library, community center, or clinic for parents to use as a reference.

j. **FHA/HERO:** Organize an activity in which chapter members plan and conduct activities with young children. This experience could be planned as a preschool in your classroom, a cooperative experience with a child care center, or a babysitting service at a local mall or for a community event. Form committees and select an activity or activities to conduct, such as those listed below. Use the **Activity Planning Sheet** (p. 204) to plan the activity. Conduct the activity and evaluate your experience.

(1) Art
(2) Science
(3) Math
(4) Songs
(5) Finger plays
(6) Story books
(7) Snacks

k. **Action Project:** Create a toy, game, or learning activity for children. Play with a child using the toy or game or conduct the activity and record the child's response.

l. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about meeting the developmental needs of children and providing opportunities for play. Add behaviors to your continuum that illustrate how parents can support the development of children related to these issues. Sample behaviors are listed below. Then list behaviors of parents that might constrain the development of children.

   (1) Hold realistic expectations about development
   (2) Provide a safe environment at home
   (3) Make sure children get immunizations
   (4) Recognize and acknowledge children's feelings
   (5) Encourage positive social behavior
   (6) Read to children
   (7) Limit television viewing
   (8) Choose safe toys for play

m. Write a journal entry about your study of developmental needs. Use the items below to guide your reflection.

   (1) Knowing about how children develop is important to parents because . . .
   (2) If parents are unaware of developmental needs, the consequences could be . . .
   (3) In order to support their children's development, parents should . . .
   (4) The most important things I learned about development are . . .

Assessment

Paper and Pencil

1. Given examples of developmental tasks, match the correct physical, emotional, social, and intellectual growth patterns and needs with the appropriate stage of development.

2. Given case studies, analyze the significance of meeting developmental needs in each situation.

3. Given case studies, plan strategies to meet individual developmental challenges.

4. Analyze strategies for caring for children with special needs.

5. Given case studies, plan strategies to enhance development of children through play and activities.

6. Given case studies, plan strategies to meet the nutritional needs of the child in each case study.

7. Given case studies, plan strategies to provide preventive health care services based on the developmental health care needs of the child in each case study.

Classroom Experiences

1. In cooperative learning groups, complete a chart with developmental characteristics for a particular age group and helpful and unhelpful parent behaviors. Form new groups so that each member of the new group researched a different age. Share information so that each member of the group has a completed chart for all age groups.

2. In cooperative groups, create a menu for a child for one day.

3. In small groups, choose an environment for children and use classroom resources to develop a checklist to assess that environment for safety for children.

4. Choose a concern related to health and safety of children, research that topic, and creatively present information about that topic to the class.

5. In small groups, develop a skit to illustrate how parents could teach children a specific social behavior.

6. Using a classroom display of children's books, evaluate the books to determine which are appropriate for children at various ages.

7. Choose a children's book and practice reading it to a child.

8. Using a display of children's toys, evaluate three of the toys according to the criteria developed in class.

9. In small groups, choose a situation and suggest play activities and toys you would recommend for a parent of that child. Share your suggestions with the class.

Meeting Developmental Needs

CONTENT MODULE 4

Application to Real-life Settings

1. Conduct a child study project in which you choose different stages of development and observe, interview, videotape, or photograph children at each stage. From your research, identify characteristics of children at each stage. Create a classroom or community display illustrating your findings.

2. Design a booklet entitled, "Care of Your Sick Child." Use at least three up-to-date references. Include topics such as symptoms of common childhood illnesses and how they can be treated, foods that may appeal to a sick child, and how to entertain a recovering child. Offer to distribute the booklet in child health clinics in your community.

3. Observe a number of children together in a setting such as a day care center or playschool. Profile the social and emotional behaviors of the children of particular age groups. Identify developmental tasks on which the children are working and ways in which their caregivers assist them in those tasks. Share your findings in a report to the class.

4. Research how the brain works and how intelligence is developed and measured. Present your findings in an oral report to the class.

5. Write and develop a children's book.

6. Conduct a project to evaluate television shows and their effect on children. Identify programs suitable for children at specific ages, programs unsuitable for children, and make recommendations for parents regarding the use of television. Present your findings in a written report.

7. Create a notebook of activities to do with children. Offer to place the notebook in the local library, community center, or clinic for parents to use as a reference.

8. Plan and conduct activities with young children in the classroom, a child care center, or providing babysitting service at a local mall or for a community event. Evaluate your experience.

9. Create a toy, game, or learning activity for children. Play with a child using the toy or game or conduct the activity and record the child's response.

Developmental Timeline

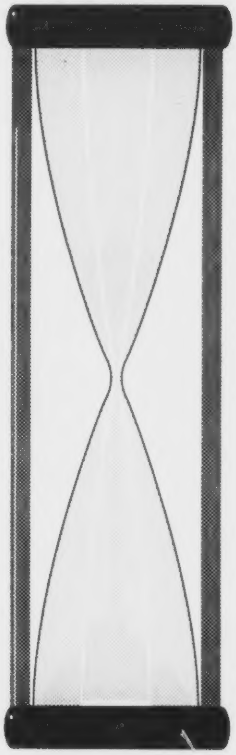
Make four sets of index card with each of the tasks listed at the bottom of this page. In four groups, create a timeline on a long sheet of paper showing the following stages of development:

- Infant
- Toddler
- Preschooler
- School-age
- Teenage

Place your cards on the timeline to indicate when you believe each of the tasks might be accomplished as part of development.

Compare your timeline with those of other groups.

Eat with a spoon
Can be toilet-trained
Drive a car
Ride a bike
Read words
Recognize and name colors
Understand right from wrong
Walk alone
Climb stairs
Speak first words
Able to engage in high-level, abstract thinking
Choose friends selectively
Draw a circle
Begin to imagine and make believe
Seek an identity and permanent role in society
Can think in symbols
Pour own milk without spilling
Begin to crawl
Begin to reach for things
Is startled at loud noises
Can discuss, question, and argue
Sit without help
Draw a house
Can build models and do handicrafts by themselves
Know own name
Play jointly with friends
Lift head
Understand several words and simple phrases
Exhibit negative behavior



Characteristics of Development

✓ Development follows a pattern of stages. Human development progresses through similar stages in about the same order. For example, babies learn to sit up before they learn to walk.

✓ Development occurs at a different rate for different people. Each person is an individual and will progress through the stages of development at a different rate. For example, one child may learn to read at six years of age, while another may not read until he is seven.

✓ Development follows a sequence so that skills build on earlier learning. For instance, before a child can speak in sentences, she must first learn words. Development follows a step-by-step sequence.

✓ Each different area of development is related to other areas. Physical, social, emotional, and intellectual development occur continually and are affected by each other.

✓ Development continues throughout life. Sometimes it happens very quickly, and sometimes it progresses more slowly. It does not stop at a certain age.

Child Development Chart

Area of Development: ____________________

Developmental Characteristics	Helpful Parent Behaviors	Unhelpful Parent Behaviors
Infant		
Toddler		
Preschool		
School-age		
Teenager		

How to Feed Your Baby Step-by-Step

Age	Food Group	Foods	Daily Servings	Feeding Tips
0-4 Months	Milk	Breast milk OR	8-12 or on demand	• Nurse baby at least 5-10 minutes on each breast • Six wet diapers a day is a good sign • There's no need to force baby to finish a bottle • Putting baby to bed with a bottle could cause choking • Heating formula in the microwave is not recommended
		Formula*		
		0-1 month	6-8	
		1-2 months	5-7	
		2-3 months	4-7	
		3-4 months	4-6	
4-6 Months	Milk	Breast milk OR	4-6	• May need to start baby cereal (iron-fortified) • Feed only one new cereal each week • There's no need to add salt or sugar to cereal • Offer baby extra water • Use the microwave with caution
		Formula*	4-6	
	Grain	Baby cereal (iron-fortified)	2	
6-8 Months	Milk	Breast milk OR	3-5	• Add strained fruits and vegetables at first. Add mashed or finely chopped fruits and cooked vegetables later on. • Feed only one new fruit or vegetable each week • Take out of the jar the amount of food for one feeding. Refrigerate the remaining food • Try giving baby fruit juice in a cup • Offer the following foods only when baby has a full set of teeth because they may cause choking: apple chunks or slices, grapes, hot dogs, sausages, peanut butter, popcorn, nuts, seeds, round candies, hard chunks of uncooked vegetables.
		Formula*	3-5	
	Grain	Baby cereal (iron-fortified)	2	
		Bread, bagel, or bun Crackers	Offer	
	Fruit	Fruit	2	
		Baby fruit juice	1	
	Vegetable	Vegetables	2	
8-12 Months	Milk	Breast milk OR	3-4	• Add strained or finely chopped meats now. • Feed only one new meat a week. • Wait until baby's first birthday to feed egg whites. Some babies are sensitive to the egg white. It's okay to give baby the yolks. • Be patient. Babies make a mess when they feed themselves. • Always taste heated foods before serving them to baby.
		Formula*	3-4	
		Cheese Plain yogurt Cottage cheese	Offer	
	Grain	Baby cereal (iron-fortified)	2-3	
		Bread OR Crackers	2-3	
	Fruit	Fruit	2	
		Baby fruit juice	1	
	Vegetable	Vegetables	2-3	
	Meat	Chicken, beef, pork Cook, dried beans OR Egg yolks	2	
12-24 Months	Milk	Whole milk, yogurt Cheese Cottage cheese	4	• Add whole milk now. • Offer small portions and never force your toddler to eat. • "Food jags" are common now. Don't make a big deal out of them. • Respect your toddler's likes and dislikes. Offer rejected foods again. • Make meals fun and interesting. Serve colorful foods that are crunchy, smooth, or warm. • Feed your toddler at least three snacks every day.
	Grain	Cereal, pasta or rice Bread, muffins, bagels, rolls Crackers	6	
	Fruit	Cooked, juice, whole	2	
	Vegetable	Cooked, juice, whole	3	
	Meat	Fish, chicken, turkey, beef, pork Cooked dried beans or peas Egg	2	

*If you are bottle feeding, most doctors recommend iron-fortified formula. Ask your doctor which formula is best for your baby.

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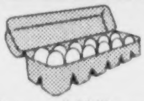
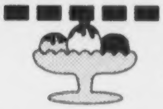
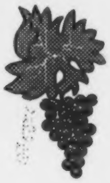




Menu Planning



Plan a child's menu for one day. Tally the number of servings in the Daily Summary.

Age of Child: ____________________

Breakfast	Serving Size	Food Group

Lunch		Food Group

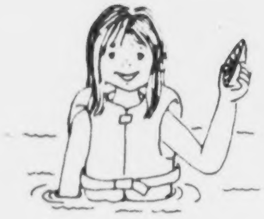
Dinner		Food Group

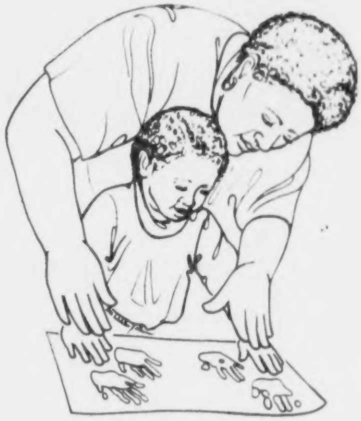
Snacks		Food Group

Daily Summary

Bread-Cereal-Rice-Pasta 6-11 Servings	Fruit Group 2-4 Servings	Vegetable Group 3-5 Servings	Milk - Cheese Group 2-3 Servings	Meat-Poultry-Beans-Nuts 2-3 Servings

Children Learn in Many Ways



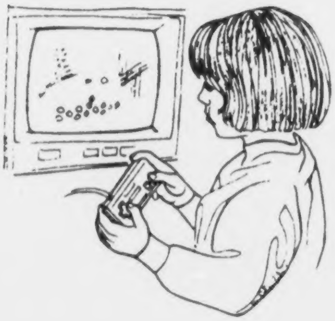


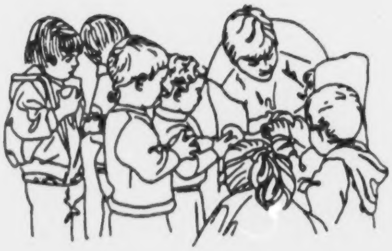
Observing Results

The child learns in an unplanned way by observing and understanding the results of actions.

Imitation

The child learns skills and behavior by watching and imitating others.





Trial and Error

The child tries several solutions to a problem before finding out what works.

Direct Teaching

The child is taught in formal or - informal ways by another person.

Dear Mommy and Daddy

Dear Mommy and Daddy,

I've been noticing something interesting lately. Even though I don't know how to talk yet, or even understand the words you say to me, sometimes I get a really good feeling when you talk to me. Your voice sounds happy and full of love and it gives me the same warm feeling I get when you cuddle me. Even if you're busy cooking or cleaning and can't pick me up, I feel great hearing you say my name and tell me things. Listening to you talk makes it easier for me to wait until you're done with your work and can hold me or play with me. It's especially fun when you make silly sounds or sing songs to me. I don't even mind if you're off-key or mess up the words! Hearing you helps to entertain me and keeps me from feeling bored.

Sometimes voices make me feel bad, too. Even though I don't know the meaning of the words, sometimes voices sound angry or scary. Then I feel kind of jittery and start to cry. When voices are loud or angry, it's hard for me to feel calm and safe and loved. (You probably know what I mean, 'cause I bet you've had those feelings, too, when people talked in a way that was scary to you.)

I've already figured out that almost everyone uses an angry voice some of the time, but I'm glad that most of the time you talk to me in a nice, gentle voice. If I keep listening to you and other people talk, pretty soon I'll start to understand what the words mean and I'll even figure out how to talk myself–just like you. In fact, when I do start talking, I bet you'll be really glad that you've talked so nicely to me–because the way I talk will be the same way that I hear you talk! I wonder what my first words will be? Maybe mama or dada? Someday I can even use words to tell you I love you, but for now I'll just have to tell you with my smiles and hugs. OK?

Love,

Your Child

Source: Family Information Services. Minneapolis, Minnesota, *Through the Eyes of A Child*, by Martha Farrell Erickson, Ph.D., 1994.

Moral Development

Moral development is the process of learning to base your behavior on what you believe is right and wrong. Parents have a responsibility for helping their children develop moral standards that will guide their behavior. This process progresses over many years, as children progress through several stages.

Lawrence Kohlberg developed a series of levels of moral development based on his study of how children develop a sense of what is right and wrong. His theory is based on the idea that moral development is related to intellectual development, and a child cannot proceed to higher levels of moral reasoning unless the child has reached higher levels of intellectual development. Kohlberg divides moral development into three levels.

Preconventional Level

At preschool and early school age, children do not understand the reasons for doing what is right or wrong. At the first part of this level, children are mainly concerned with avoiding punishment. Being right means obeying an authority. At a second stage within this level, they also learn how to receive rewards as well as avoid punishment.

Conventional Level

Children begin to understand the standards of right and wrong between the ages of nine and fifteen. At the first stage in this level, they are sensitive to what other people think, so they may do the right thing not only to satisfy their needs but the needs of others. The next stage in this level is law-and-order thinking. Children begin to see more than one side to a situation, and to identify with right and wrong as defined in church or school. They follow rules others have made and are very sensitive to what others want and think.

Postconventional Level

At about the age of sixteen, people progress beyond just following rules. In the first stage of this level, their decisions are based on upholding the values of society and human rights. They are motivated by community respect. At a final stage, people base their decisions on their principles or on their feelings about what is right. They are then motivated by doing what feels right within themselves. They value behavior that respects the dignity of all people.

Questions for Reflection

- What would happen if a child did not get an idea of right and wrong?
- What might happen to help a child move from one level to another?
- Do all people reach the highest stage of Kohlberg's levels? Why or why not?

It's OK, Son, Everybody Does It

Read the story below. Write a one- or two-sentence moral for this story. In small groups, share your morals. Review each event and discuss what the person in each should have done to help Johnny learn ethical behavior. Share your responses with the class.

When Johnny was six years old, he was with his father when they were caught speeding. His father handed the officer a twenty dollar bill with his driver's license. "It's OK, son," his father said as they drove off. "Everybody does it."

When he was eight, he was present at a family council presided over by Uncle George, discussing the surest means to shave points off the income tax return. "It's OK, kid," his uncle said. "Everybody does it."

When he was nine, his mother took him to his first theater production. The box office man couldn't find any seats until his mother discovered an extra $5 in her purse. "It's OK, son," she said. "Everybody does it."

When he was 15, he made right guard on the high school football team. His coach showed him how to block and at the same time grab the opposing player by the shirt so the official wouldn't see it. "It's OK, kid," the coach said. "Everybody does it."

When he was 16, he took his first summer job at the supermarket. His assignment was to put the overripe strawberries in the bottom of the boxes and the good ones on top where they would show. "It's OK, kid," the manager said. "Everybody does it."

When he was 18, Johnny and a neighbor applied for a college scholarship. Johnny was a marginal student. His neighbor was in the upper three percent of his class, but he couldn't play right guard. Johnny got the scholarship. "It's OK, son," his parent said. "Everybody does it."

When he was 19, he was approached by an upperclassman who offered the test answers for $50. "It's OK son," he said. "Everybody does it."

Johnny was caught and sent home in disgrace. "How could you do this to your mother and me?" his father said. You never learned anything like this at home." His aunt and uncle were shocked.

It there's one thing the adult world can't stand, it's a kid who cheats . . .

Adapted from an article by Jack Griffin, *Chicago SunTimes.*

Selecting Children's Books

Choose a book and evaluate it using the criteria below. Rate each criteria according to the following scale:

3 = Excellent **2 = Good** **1 = Poor** **NA = Not applicable**

Title: ____________________

Author: ____________________

Illustrator: ____________________

Publisher & Date: ____________________

	3	2	1	NA
1. Has colorful illustrations	☐	☐	☐	☐
2. Uses appropriate speech patterns	☐	☐	☐	☐
3. Has appropriate vocabulary for age group	☐	☐	☐	☐
4. Avoids sex-role stereotyping	☐	☐	☐	☐
5. Helps children use their imagination	☐	☐	☐	☐
6. Shows appropriate behavior	☐	☐	☐	☐
7. Motivates children to learn	☐	☐	☐	☐
8. Follows a logical sequence of events	☐	☐	☐	☐
9. Has illustrations that fit the script	☐	☐	☐	☐
10. Promotes understanding of others	☐	☐	☐	☐
11. Promotes an appreciation of animals	☐	☐	☐	☐
12. Helps children deal with their feelings	☐	☐	☐	☐
13. Is made with sturdy paper	☐	☐	☐	☐
14. Is easy to handle	☐	☐	☐	☐
15. Has a sturdy cover	☐	☐	☐	☐
16. Is well bound	☐	☐	☐	☐
17. Has appropriate theme	☐	☐	☐	☐
18. Is free of prejudice	☐	☐	☐	☐
19. Has lots of action	☐	☐	☐	☐
20. Appeals to at least one of the senses	☐	☐	☐	☐

Summary:

1. How long would it take to read this book? ____________________

2. How could this book be improved? ____________________

____

3. What age is this book appropriate for and why? ____________________

____

Tips for Reading to Children

It's never too early to start reading to a child. Reading together means more than just sharing a story. It is a time of communicating information, establishing an emotional bond, and sharing enjoyment. Reading to young children also gives them a sense of confidence in using books, that will later help them as they learn to read on their own. Even parents and other family members who have difficulty reading can share books and pictures with children.

1. **Choose books that are appropriate for children's age and interests.**
   - Visit the library and browse books with children. Let them choose books of interest to them.
   - Find books on special topics that children might be experiencing, such as going to school, visiting the doctor, or going on a vacation.
   - Choose sturdy books for small children.
   - Choose shorter stories for small children, and longer stories for older children.

2. **Read or tell the story with enthusiasm.**
   - Snuggle up close to read the story.
   - Hold the book so that the child can see the pictures well.
   - Read slowly and clearly.
   - If you don't read well, look at the book ahead of time and create a story in your own words to go with the pictures.
   - Pause to allow the child to look at pictures and think about what is happening.
   - Use special voices, sounds, or expressions to make the story come alive.
   - Substitute words, if necessary, to help children understand the story.

3. **Encourage the child to participate.**
   - Let the child turn the pages.
   - Invite the child to point out words or letters that he or she recognizes on the pages.
   - Pause to ask the child questions about what has happened or what they think might happen next.
   - Respond to the child's questions during the story.
   - Relate what is happening to the child's own experience.
   - Reading should be fun. If the child losses interest in the book, put it away and do something else for a while.

Patterns and Forms of Play

Patterns of Play

Parent-Child Play (Birth to 24 months): Children find ways to get and hold parents' attention

Play with Objects (Begins at six months): Children explore objects.

Solo Play (Begins at 14 months): Child uses objects as part of play.

Parallel Play (Age 1 to 3): Child plays along side another child without interacting

One-to-One Play (Age 2 to school age): Child plays with one other child

Group Play (Age four to school age): Three to four children doing the same thing

Cooperative Play (Begins at age 5 or 6): Combine efforts for a common goal

Forms of Play

Physical and large motor play
Manipulative and small motor play
Sensory play–Using the senses to explore
Problem-Solving Play
Dramatic and Imaginative (Fantasy) Play
Creative Movement (such as to music)

Parent Involvement in Play

Provide age-appropriate toys and materials
Consider what the child is learning from the play
Avoid dominating the child's play
Encourage language during play
Provide playmates when appropriate
Set aside time to join the child in play

Rating Toys for Children

View a collection of toys and use the score sheet below to evaluate three of them: one designed for a toddler, one for a preschooler, and one for a school-age child. Rate each toy using the following responses:

0 = Criteria does not apply
1 = Does not meet criteria
2 = Meets criteria

	(Toddler) Toy #1 Score	(Pre-School) Toy #2 Score	(School-Age) Toy #3 Score
Durable and Strong			
1. Is it durable, will it last?			
2. Is it washable/cleanable?			
Safe to Use			
3. Is it free from rough edges, sharp points and/or parts that can be swallowed?			
4. Is it labeled non-toxic?			
Age Appropriate			
5. Is it age labeled?			
6. Does it challenge not frustrate the child?			
7. Does it help build muscle coordination?			
8. Does it help with language development?			
9. Does it encourage playing with other children?			
Usable			
10. Is it usable in a variety of ways and in a variety of places?			
11. Does it actively involve the child?			
12. Will it help a child be creative, use imagination?			
13. Does it do what it is supposed to do?			
Price			
14. Is it reasonable priced?			
15. Will the child play with the toy enough to justify it's price?			

Add the scores and find a total score for each toy. Compare your scores with other class members and identify toys with the highest ratings.

Toys May Be Hazardous . . . Choose Wisely

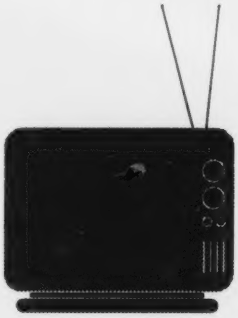
Parents may be unaware that toys could be hazardous to children. A particular baby rattle might come apart, releasing the small parts that rattle. A toy oven might become overheated. A cuddly teddy bear could have eyes attached with sharp prongs that can dislodge. Here are some general guidelines for toys that can help avoid injury.

Age and Focus	Hazards	Suggestions
Under the age of 1 Awareness	Avoid toxic, heavy breakable toys; sharp edges that might cut or scratch; and small attachments that might come loose and be put into ears, nose, or mouth.	Bright colored objects hung in view; squeak toys; sturdy, nonflammable rattles; washable stuffed dolls with embroidered eyes; colored balls; and cups or other objects on which to chew.
Age 1 to 2 Investigative	Avoid small toys that may be swallowed; flammable objects; toys with small removable parts; poisonous paint on any object; and stuffed animals with glass or button eyes.	Rubber or washable squeak toys and soft stuffed dolls or animals; blocks with rounded corners; push-and-pull toys with strings or round handles; and nests of blocks.
Age 2 to 3 Explorative	Avoid anything with sharp or rough edges that will cut or scratch; objects with small removable parts; poisonous paint or decoration; and marbles, beads, coins, or flammable toys.	Sand box with bucket, shovel, and spoon; large peg boards; wooden animals; cars and wagons to push; tip-proof kiddie cars and tricycles; large crayons; low rocking horse; small table and chairs; and simple musical instruments.
Age 3 to 4 Imitative	Avoid toys that are too heavy for child's strength; poorly made objects that may come apart, break, or splinter; sharp or cutting toys; highly flammable costumes; and electric toys.	Small broom and carpet sweeper; toy telephone; dolls with furniture, buggy, and dishes; miniature garden tools; trucks and tractors; nonelectrical trains; drums; clothes; and building blocks.
Age 4 to 6 Creative	Avoid shooting or target toys that will endanger eyes; ill-balanced mobile toys that may topple easily; poisonous painting sets; and pinching or cutting objects.	Blackboard and chalk; construction sets; paints and paint book; small sports equipment; skipping rope; wash tub and board; and paper doll set.
Age 6 to 8 Dexterity	Avoid nonapproved electrical toys; anything too large or complicated for child's strength and ability; sharp edged tools; poorly made skates; and shooting toys.	Carpenter bench and light-weight usable tools; construction sets; roller skates; kites; approved electrical toys; play store; playground equipment; and puzzles.
Age 8 to 12 Specialization of Tasks and Skills	Avoid air rifles, chemistry sets, dart games, bows and arrows, dangerous tools, and electrical toys UNLESS used under parental supervision.	Hobby materials; arts and crafts; photography; coin and stamp collections; gym and sport equipment; bicycle; and UL approved electrical toys

Tips for Taming–And Teaching With–Television

1. **Limit viewing time.** Cutting down to less than ten hours a week might be a goal. Put the television in an out-of-the-way place and have interesting things for children to do other than watching television. Parents can be good role models by limiting their own viewing. Explain reasons why you don't want them watching too much television or watching certain shows.

2. **Choose what will be watched.** Select the programs carefully for content and age-appropriateness. Turn the television on to watch the shows you select, then turn it off. Don't leave the television on as "background noise." Check out the programs on educational television. Borrow videotapes from the library and view them for appropriateness. Follow-up interesting programs with books or activities.



3. **Watch television with children.** Talk about the programs and the commercials. Ask them how the television characters could solve their problems. Use the programs to help children learn about subjects of interest to them, or to reinforce ideas or values. Relate the programs to what children are learning about in school.

4. **Teach children to be critical viewers.** Explain the difference between what is real and what is make believe. Talk with them about the different types of television programming–educational, fictional, documentary, news, commercial, and infomercial.

5. **Demand better television programming.** Voice opinions about programs available for kids by writing to television stations. Get involved in public television programming. Be aware of legislation that could affect television for children.

Activity Planning Sheet

Complete the questions below as you plan an activity to conduct with young children.

Name of Activity:

1. What will children gain from participating in this activity?

2. Describe the activity.

3. Write what you will do and say during the activity.

4. Write what you predict the children will do and say during the activity.

5. What materials will you need to conduct the activity?

6. What preparation will you need to do in advance?

7. About how much time will the activity take?

Building Positive Parent-Child Relationships

Module Overview

Practical Problem:		What should I do about nurturing children?
Competency	**6.0.5:**	Build positive parent-child relationships
Competency Builders:	6.0.5.1	Evaluate how interaction between parent(s) and child(ren) affects their respective development
	6.0.5.2	Identify how culture and society influence parenting beliefs and behaviors
	6.0.5.3	Identify relationships between self-esteem of parent and child
	6.0.5.4	Plan appropriate strategies for enhancing child's self-esteem
	6.0.5.5	Identify outcomes of nurturing behavior
	6.0.5.6	Plan ways to nurture children and adolescents
	6.0.5.7	Demonstrate appropriate communication skills for children at varying development stages
	6.0.5.8	Use listening as a communication tool
	6.0.5.9	Identify ways to encourage children to express feelings
	6.0.5.10	Identify various family systems in which parenting occurs
	6.0.5.11	Evaluate alternative strategies for solving problems that may occur within each type of family system

Supporting Concepts:

1. Nurturing behaviors
2. Cultural and societal influences on parenting
3. Communication skills
4. Enhancing self-esteem
5. Problem solving in various family systems

Teacher Background Information

Rationale

Building positive parent-child relationships is important for children and parents. For children, the parent-child relationship is one of the first and most important influences on the development of self-image and self-esteem. Children's sense of security, ability to trust, personal initiative, and individual identity are all profoundly influenced by relationships with parents.

Parent-child relationships not only have a profound impact on children, but on parents as well. Mash and Johnston (1983) report that self-esteem for both mothers and fathers, as well as maternal stress (father's stress was not measured), was related to parental perceptions of child behavior. Greenberger and Goldberg (1990) reported the impact of children's school problems on parental well-being and orientation to work. Even though caring for the needs of children has historically been considered women's work, there is considerable evidence to show that fathers are also affected by their relationship with their children. McBride (1989) found a significant inverse relationship between fathers' perceived sense of competence in parenting skills and the amount of stress they experience in the parental role. Bolger, DeLongis, Kessler, and Wethington (1989) determined that, contrary to popular notions, husbands are more likely than their wives to bring "home-stress" into the work place.

The parent-child relationship is the context in which the very young person first begins the lifelong journey of establishing and maintaining a self-image and self-esteem. The social interaction of parent and child impact personal well-being for both fathers and mothers as well as infants, children, and adolescents. Information about ways to establish positive parent-child relationships is important for adolescents who may assume a future role as parent. Adolescents will have personal experience from which to recognize the consequences of positive and negative interactions within the parent-child relationship. Their awareness about the significance of these relationships is an important step to building strong families through effective parenting.

Background

Research techniques over the last four decades have allowed theory about child development, personality development, and interaction with parenting styles to be more easily understood. Two basic dimensions of parenting have been identified through several studies (Baumrind, 1967, 1971, 1972, Becker, 1964, Kagan & Moss 1962): providing emotional support and managing child behavior. These two dimensions—expressions of warmth toward the child and child behavioral control—provide the basis for defining broad categories of parenting styles.

Baumrind's studies first identified three parenting styles: authoritarian, permissive, and authoritative. These studies described parenting behaviors and the ways in which these behaviors influenced child behavior and child attitudes. Authoritarian parenting behaviors were highly controlling, more punitive, and less warm than the behavior and attitudes of the other parents. Authoritarian parents tended to have children who were withdrawn, and less trusting. Permissive parenting behaviors indicated warmth, support, and nurturance. These behaviors, however, tended to be overprotective and offered minimal discipline. Permissive parents made few demands on their children and did not directly encourage independence. The children lacked self-control and self-reliance.

Baumrind's third parenting style, authoritative parenting, is characterized by placing appropriate maturity demands on children, using parental control and clear communication strategies, and a high frequency of expression of warmth and acceptance. The children of authoritative parents were the most self-reliant, socially competent, and mature children. The authoritative parenting style became the goal of many parent education programs that were based on Baumrind's work.

Several other studies related to parenting style and child outcomes have followed since Baumrind's initial work. Maccoby and Martin (1983) revised Baumrind's conceptual framework. The authoritative and authoritarian categories were maintained. Permissive parenting was redefined to include two categories: indulgent was used for parenting behaviors of high warmth and low control; and neglectful for parenting behaviors that offer little acceptance and involvement and low control. Indulgent parents were most likely to be overprotective when their child was faced with societal demands for maturity. Neglectful parents were found to have minimal interaction with children, hold inappropriate expectations of children, and lack empathy to children's needs.

Lamborn, Mounts, Steinberg, and Dornbush (1991) used Maccoby and Martin's revision to examine adolescent competence and adjustment. Over 4000 adolescents from diverse ethnic, economic, and community settings, 14- to 18-years of age rated their parents on the two dimensions of acceptance/ involvement and firm control. Measures of psycho-social development, school achievement, emotional distress, and problem behaviors were then gathered. Results indicated that adolescents who perceived themselves as being raised by authoritative parents scored highest on psycho-social competence and lowest on emotional distress and problem behaviors. For adolescents who experienced neglect, the reverse was true. Adolescents from authoritarian settings scored high on compliance with adult standards but indicated more emotional distress and poor self-conceptions. The adolescents from permissive homes reported a strong sense of self-confidence, but also indicated a higher frequency of drug abuse and school misconduct.

Additional studies about the effects of parenting styles have been reported in relationship to school participation and success, since school represents a context in which children display their developing self-esteem, personal responsibility, and social competence. The impact of parenting style has been identified at all levels of formal education. Dornbush, Ritter, Liederman, Roberts, and Fraleigh (1987) performed an extensive exploration of the relationship between parenting practices and academic success. Nearly 8000 students across a variety of ethnic, socioeconomic, and family structures support the general trend that authoritative parenting techniques were associated with academic success. To explore this further, Steinberg, Elmen, and Mounts (1989) sought to examine whether authoritative parenting facilitated academic success or merely accompanied it. This research confirmed the facilitation effect for white, middle class 10- to 16-year-olds. All three aspects of authoritative parenting—acceptance, psychological autonomy, and behavioral control—contribute to academic success for students. The study results indicate that parents who support psychological autonomy, exercise firm control, and exhibit warmth and acceptance toward the child, support the child's psycho-social development.

In order to establish a parenting style that will foster positive parent-child relationships, parents need the following:

1. Developmental information so that parental expectations are neither too high nor too low.
2. A variety of child guidance strategies that are developmentally appropriate and consistent with the goal of rearing personally and socially responsible children. These strategies include an understanding of communication techniques and the value of non-punitive discipline in teaching self-discipline and personal responsibility.
3. An understanding of the need for balance between expressions of love and care and consistent non-punitive discipline.

Building Positive Parent-Child Relationships

CONTENT MODULE 5

Teaching adolescents the need for maintaining a balance between expressions of warmth and appropriate behavioral control is important to their role as a future parent. Clarke and Dawson (1989) have developed a continuum for parent behaviors along each of these two dimensions. They use the term nurture to describe parental expressions of warmth and the term structure to describe behaviors related to control. As defined by Clarke and Dawson, nurture is the soft side of care, structure is the firm side. Both dimensions are important–and when done well, convey a sense of care to the child, as well as enhance the development of self-esteem and personal responsibility.

The nurture dimension of parent-child relationships involves giving children the attention and contact they need in order to develop to their full potential. What types of nurturing behaviors are most helpful to children? Clarke and Dawson use the **Nurture and Care Chart** (p. 220) to examine positive and negative ways that parents offer contact and attention. The positive ways, assertive care and supportive care, are in the center of the chart. The negative ways of offering or withholding contact are identified as abuse, conditional care, indulgence, and neglect. On the one end of the continuum is abuse, which is a harsh way of making contact with children. At the other end is neglect, which involves almost no contact or care. The continuum suggests that responsible nurturing means showing care that is appropriate to the child's age and development. Assertive care means meeting a child's needs directly. It is what the parent does for the child. Supportive care is the loving presence of the parent who offers help.

The structure dimension of parent-child relationships involves helping children learn limits, skills, and standards. Structure that supports the development of children helps them meet their needs for safety, learn healthy habits, develop a sense of who they are and who others are, learn values and ethics, develop character, and help them become responsible for themselves and to others (Clarke & Dawson, 1989). At one end of the structure continuum developed by Clarke and Dawson is rigidity, in which strict rules are established, often without considering the developmental level of the child. At the opposite end of the structure continuum is abandonment, which consists of a total lack of rules, protection, and contact. Appropriate structure behaviors, according to Clarke and Dawson, involve the use of rules, some nonnegotiable and some negotiable. Nonnegotiable rules are made by the adult, developmentally appropriate, and enforced by logical and natural consequences. Negotiable rules are made with the help of the child, and encourage problem solving and self-responsibility.

The concepts of nurture and structure can help adolescents form ideas about parenting behaviors that can build positive parent-child relationships. The learning activities in this module focus on the concept of nurture. In Content Module 6: Using Positive Guidance, the focus is on using the concepts of structure to develop a parenting style that fosters self-discipline and self-responsibility.

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Learning Activities

1. Nurturing behaviors

a. Using resources, define the word *nurturing* and post the definition in the classroom. Read **Nurture and Care Chart** (p. 220). Of the six areas on the chart, identify those you would consider to be helpful nurturing behaviors, and those you would consider to be unhelpful behaviors. To illustrate the behaviors that are best for parents to use when nurturing children, design a bulletin board such as the one pictured on **The Road of Nurturing** (p. 221). Use words and pictures to illustrate behaviors in each category.

Discussion Questions

- *Why is nurturing important to positive parent-child relationships?*
- *Would you say that most parents are able to stay on the road of nurturing?*
- *Why would parents "get off the road" at times?*

Teacher Note: The concept of nurturing is essential to building positive parent-child relationships. When reading the **Nurture and Care Chart** (p. 220) with students, provide an example of one situation and how a parent using each category on the continuum might respond. For example, when a child scrapes his arm, parent responses for each category on the continuum are as follows:

Abuse: Parent does not care for wounds. Says, "Stop sniffling or I'll give you something to cry about." Parent yells at or shakes the child.
Conditional Care: "Stop crying or I won't bandage your arm."
Assertive Care: Parent gives loving care and a hug. Cleans and dresses the wound. Says, "Your arm is scraped! I'm sorry."
Supportive Care: (Parent has already taught child how to clean a scrape). Says in a concerned and loving tone, "I see you've scraped your arm. Does it hurt? Do you want to take care of it yourself or would you like some help from me?" Offers a hug.
Indulgence: Parent rushes to child. Says, "Oh, look at your arm, you poor thing. That really stings! I'll bandage it. Go and lie down in front of the television and I'll do your chores for you."
Neglect: Parent ignores the scrape. Says "Don't bother me."

Additional examples are given in the next learning activity. The visual image of a road as portrayed on **The Road of Nurturing** (p. 221) can help students understand the importance of using assertive and supportive care with children. Explain the need to keep behavior on the road with assertive and supportive care, as opposed to "getting off the road" on either side with abuse and conditional love or neglect and indulgence.

b. Create six signs, one for each category of the nurture and care continuum identified in the previous activity. Place the signs in order on one wall of the classroom. In small groups, choose one of the **Nurture and Care Examples** (p. 222-223). Read your situation and possible responses to the class. As you read the example, stand under the appropriate sign representing the nurture and care continuum. Identify possible feelings of both parents and children in each response.

Discussion Questions

- *What does it feel like to experience each category of parent behavior?*
- *Which type of behavior would be best for parents to use? Why?*
- *What would a parent need to believe in order to use mostly assertive or supportive care with his or her children?*

Teacher Note: As each example is given and students become more familiar with the concepts, ask the groups to read the responses and have the rest of the class identify where the response would go on the nurture and care continuum.

c. Draw a nurture and care continuum and label it with the six categories from the **Nurture and Care Chart** (p. 220). Create an example of a situation and write scripts or describe behaviors that represent possible responses to the situation from each of the six areas on the continuum. In small groups, share your situations and examples and choose one to role-play for the class.

d. Write a journal entry about the importance of nurturing behavior in building positive parent-child relationships. Use the items below to guide your reflection.

(1) Nurturing means . . .
(2) Nurturing is important to children because . . .
(3) An example of a situation in which I felt nurtured is . . .
(4) An example of a situation in which I nurtured someone else is . . .
(5) The most important thing a parent can do to nurture children is to . . .
(6) Parents fail to nurture children when they . . .

2. Cultural and societal influences on parenting

a. Draw a circle on the chalkboard and label it, "Cultural and Societal Influences on Parenting." From the circle, draw lines and label each with a different factor influencing parenting, such as those listed next.

(1) Ethnic background
(2) Historical changes in childrearing practices
(3) Gender-role expectations
(4) Maternal employment

Discussion Questions

- *How would each of these influences affect the parent-child relationship?*
- *Which factors do you believe would have the greatest influence? The least influence? Why?*
- *Why should parents be aware of the influence of these factors?*

b. **FHA/HERO:** Invite a panel of parents representing a variety of ethnic or cultural groups to share ways that their ethnic heritage influences the relationship they have with their children.

Discussion Questions

- *Why should parents be aware of cultural influences on parenting?*
- *How does the parent-child relationship strengthen cultural ties?*
- *What is the role of culture in nurturing children?*
- *What should parents do when cultural or family influences contradict what they believe they should do as a parent?*

c. Visit the library and select books that help children understand the traditions and beliefs of a specific or a variety of cultures. Choose one of the books and read it. Write a review of the book, explaining the message to children and possible age groups for which the book might be appropriate. Share your review in an oral report to the class.

d. **Action Project:** Interview an older member of your own family to identify cultural and societal influences on that person as a parent. Present your findings in a written report.

3. Communication skills

a. Make a chart with two columns that illustrates good communication between parents and children. On one side of the chart, write words describing what good communication looks like, and on the other side, what good communication sounds like. Post your chart in the classroom.

b. Read **How Parent-Child Communications Affect Development** (p. 224). Circle those items that you identified on your chart in the previous activity. Individually, write a paragraph describing good parent-child communication. Post your paragraphs in the classroom. As a class, write a definition of good parent-child communication.

Discussion Questions

- *Why is good communication important in forming positive parent-child relationships?*
- *How does parents' communication with their children affect development?*
- *What does a parent need to believe in order to communicate effectively with a child?*

c. In cooperative learning groups of three, assign one member the role of a parent, a second the role of the child, and the third the role of observer. Choose one of the situations below and role-play the situation while the observer uses **Communicating with Children Observation Checklist** (p. 225). Following the role-play, the observer will provide feedback about the quality of the communication. Assign new roles, choose another role-play, and repeat the process. Assign new roles a last time so that everyone in the group has an opportunity to play the role of observer. Write a paragraph describing how you would improve your communication based on the feedback you received.

(1) Parent helping child who is struggling to read a book
(2) Parent making cookies with a child who has trouble with fine motor skills
(3) Parent telling a reluctant child that it is bedtime
(4) Parent teaching a child how to ride a bicycle
(5) Parent telling a child that they can't buy the toys in the store today
(6) Parenting explaining to a child why the child's behavior is wrong

Discussion Questions

- *How did your communication reflect the definition of good parent-child communication you described earlier?*
- *How did your communication represent actions that would encourage development?*
- *What do parents need to believe in order to communicate well with their children?*

d. Watch television programs about parents and children and use **Communicating with Children Observation Checklist** (p. 225) to evaluate communication in the parent-child relationship. Share your findings with the class.

Discussion Questions

- *Were the television situations a good example of parent-child communication? Why or why not?*
- *How would these television programs affect parents making decisions about how to communicate with their child?*
- *Do these situations reflect real life? Why or why not?*

e. **FHA/HERO:** Make a list of specific communication skills that are important for good communication between parents and children. Identify those skills that chapter members would like to develop or improve. In teams, select one of the skills and prepare a presentation and chapter activity that would help chapter members with that skill. Plan a creative presentation using videos, skits, or displays. Then create activities such as role-plays or simulated situations in which chapter members can practice the skills. Possible project topics and activities are listed below. Following the presentations and activities, plan a special chapter event to celebrate what you have learned about parent-child communication.

(1) "Say It With I-Messages." Explain how to develop I-messages, show how to use them in situations involving children, and create role-play situations for chapter members to practice using them.
(2) "Be an Active Listener!" Develop an active listening checklist. Show videotapes of parents actively listening to children. Ask chapter members to get involved by creating skits of parents actively listening to children in a variety of parenting situations.
(3) "How Are You Feeling?" Explain ways to identify children's feelings. Invite a counselor or parent educator to class to identify ways to help children express feelings constructively. Provide examples of situations in which children are expressing feelings and ask chapter members to use the practical problem-solving process to decide what to do in each situation.
(4) "Communicating with Children of All Ages." Develop a chart that shows specific concerns and ways of communicating with children at various developmental levels. Ask chapter members to create role-plays of communicating with children at different ages.

Teacher Note: The topics selected and the extent of the projects in the previous activity will depend on students' experiences with communication skills. Guide students in choosing those skills that best meet their needs as future parents.

f. **Action Project:** Volunteer at a child care center, babysitting service, church nursery or playschool, or community program that serves children. Keep a journal describing specific communication situations in working with the young children. Evaluate your skill in communicating with children and what you have learned that could be applied to a parenting situation.

4. Enhancing self-esteem

a. Using resources, define *self-esteem* (Suggested definition: appreciating one's own worth and having the character to be accountable and act responsibly). Use classroom resources to make a list of the various factors that influence self-esteem, such as those listed below. Post the list in the classroom.

(1) Beliefs and values about personal worth
(2) Inherited characteristics
(3) Family relationships
(4) Experiences
(5) Environmental factors
(6) Relationships with friends and others
(7) Culture

Discussion Questions
- *What are the consequences of having positive self-esteem? Negative self-esteem?*
- *Why should parents be aware of a child's self-esteem? Of their own self-esteem?*
- *How do parents influence a child's self-esteem? Their own self-esteem?*

b. Draw three child-size silhouettes. Label one silhouette, "Having Skills," the second, "Feeling Appreciated," and the third, "Being Responsible." In three groups, choose one of the silhouettes and list actions that parents could take to help a child develop that particular aspect of self-esteem, such as those items listed below. Share your responses with the class and add other examples as needed. Create a bulletin board entitled, "Promoting a Positive Sense of Self." Feature the three silhouettes.

(1) Providing words of encouragement
(2) Having confidence in the child's abilities
(3) Helping the child learn new skills
(4) Listening to the child's feelings and opinions
(5) Making opportunities for the child to participate in making decisions about things that will affect him or her

Discussion Questions
- *How does each of these three ideas support positive self-esteem?*
- *Why is each idea important to positive self-esteem?*
- *What are the most important things parents can do to encourage their child's positive self-esteem?*
- *Is it possible for parents to have a negative effect on self-esteem even though they mean well?*

c. Use classroom resources to define *unconditional love*. Read aloud to the class *Love You Forever* by Robert Munsch or *Mama, Do You Love Me?* by Barbara M. Joosse. Explain how each of these stories represents the idea of unconditional love.

Discussion Questions
- *Why is the concept of unconditional love important to parenting?*
- *Why is the concept of unconditional love important to enhancing self-esteem?*
- *What do parents need to believe and do in order to show unconditional love to children?*

d. Using resources, define the word *affirmation*. Read **Affirmations for Family Members Throughout the Life Cycle** (p. 226-227). In small groups, choose two or three stages and explain why the affirmations are important to that particular age group. Identify ways to word the affirmations so that you would feel comfortable using them if you were a parent. Choose an affirmation and create a role-play illustrating how a parent could use that affirmation to support a child's self-esteem. Perform your role-play for the class.

5. Problem solving in various family systems

a. In cooperative learning groups, choose and research special parenting concerns and techniques for one of the following family systems. Present your findings in an oral report to the class.

(1) Blended
(2) Extended
(3) Foster
(4) Adoptive
(5) Single-parent

Discussion Questions
- *Why should you be aware of the special parenting concerns of various family systems?*
- *What special skills are needed to be a parent in each of these family systems?*
- *What types of families have you experienced? How do your findings compare with your experience?*

b. Write an advice column letter to a parenting expert involving a parenting problem related to a specific family system (blended family, extended family, single-parent family, nuclear family, adoptive family, or foster family), such as those problems listed below. In pairs, trade letters and use the **Practical Parenting Problems Think Sheet** (p. 37) to decide what action to recommend for the problem. Write a response letter describing your solution and justification for your recommendation. Choose several letters to read for the class.

(1) A single mother has sole custody of her four-year-old son. The father has no visitation rights. He is always asking, "When Daddy be coming back to see us?"

(2) Carol's mother recently had a stroke and has moved in with Carol and her family while she recuperates. Carol's seven-year-old daughter is jealous that Carol is spending so much time taking care of grandma and has so little time to spend with her.

(3) John just married a woman who has two children, five and seven. John has never had children of his own and would like to establish a relationship with them, but they seem uninterested in getting to know him and anxious to see their own father, who they live with on the weekends.

(4) Greg and Ellie are foster parents and have just welcomed a seven-year-old boy to their home. He is fighting with the other children, who are all younger. He is constantly threatening to beat them up if they don't listen to what he wants them to do.

Discussion Questions

- *How did you go about deciding the best action for the problem?*
- *What factors did you consider?*
- *Was your recommended action best for all involved? Why or why not?*

c. **Action Project:** Interview parents who represent a specific family system. Compile special parenting circumstances that arise and suggestions for dealing with these issues. Design a brochure highlighting these suggestions.

d. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about building parent-child relationships. Add behaviors to your continuum that illustrate how parents can support the development of children related to this issue. Sample behaviors are listed below. Then list behaviors of parents that might constrain the development of children.

(1) Be responsive to the child's needs
(2) Offer help, comfort, and love
(3) Connect with child through talking, playing together, facial and physical expressions
(4) Provide words of encouragement
(5) Listen to the child's feelings and opinions
(6) Have confidence in the child's abilities
(7) Help the child learn new skills
(8) Make opportunities for the child to participate in making decisions about things that will affect him or her

e. Write a journal entry focusing on what you have learned about building positive parent-child relationships. Use the questions below to guide your reflection.

   (1) What do parents need to believe in order to build positive parent-child relationships?
   (2) What do parents need to do in order to build positive parent-child relationships?
   (3) What should parents avoid doing when building positive parent-child relationships?
   (4) What have I learned from this unit that I will use if I become a parent?
   (5) What difference would these actions make for myself? My future family? My community?

Assessment

Paper and Pencil

1. Write a paragraph explaining how the interaction between parents and children affects their respective development.

2. Identify ways that culture and society influence parenting beliefs and behaviors.

3. Given examples of various developmental stages, plan appropriate strategies for enhancing child's self-esteem.

4. Identify outcomes of nurturing behavior.

5. Given examples of various developmental stages, plan ways to nurture children and adolescents.

6. Identify various family systems in which parenting occurs.

7. Given case studies, evaluate alternative strategies for solving problems that may occur within each type of family system.

Classroom Experiences

1. Draw a nurture and care continuum and label it with the six categories identified in class. Create an example of a situation and write scripts or describe behaviors that represent possible responses to the situation from each of the six areas on the continuum.

2. Choose and read a book that helps children understand the traditions and beliefs of a specific or a variety of cultures. Write a review of the book, explaining the message to children and possible age groups for which the book might be appropriate. Share your review in an oral report to the class.

3. In cooperative learning groups of three, assign one member the role of a parent, a second the role of the child, and the third the role of observer. Choose a situation and role-play the situation. Following the role-play, the observer will provide feedback about the quality of the communication. Assign new roles, choose another role-play, and repeat the process. Assign new roles a last time so that everyone in the group has an opportunity to play the role of observer. Write a paragraph describing how you would improve your communication based on the feedback you received.

4. Watch television programs about parents and children and use a communication checklist to evaluate communication in the parent-child relationship.

5. In cooperative learning groups, choose and research special parenting concerns and techniques for a specific family system. Present your findings in an oral report to the class.

6. Write an advice column letter to a parenting expert involving a parenting problem related to a specific family system (blended family, extended family, single-parent family, nuclear family, adoptive family, or foster family). In pairs, trade letters and use the practical problem-solving process to decide what action to recommend for the problem. Write a response letter describing your solution and justification for your recommendation. Choose several letters to read for the class.

Application to Real-life Settings

1. Interview an older member of your own family to identify cultural and societal influences on that person as a parent. Present your findings in a written report.

2. Volunteer at a child care center, babysitting service, church nursery or playschool, or community program that serves children. Keep a journal describing specific communication situations in working with the young children. Evaluate your skill in communicating with children and what you have learned that could be applied to a parenting situation.

3. Interview parents who represent a specific family system. Compile special parenting circumstances that arise and suggestions for dealing with these issues. Design a brochure highlighting these suggestions.

Nurture and Care Chart

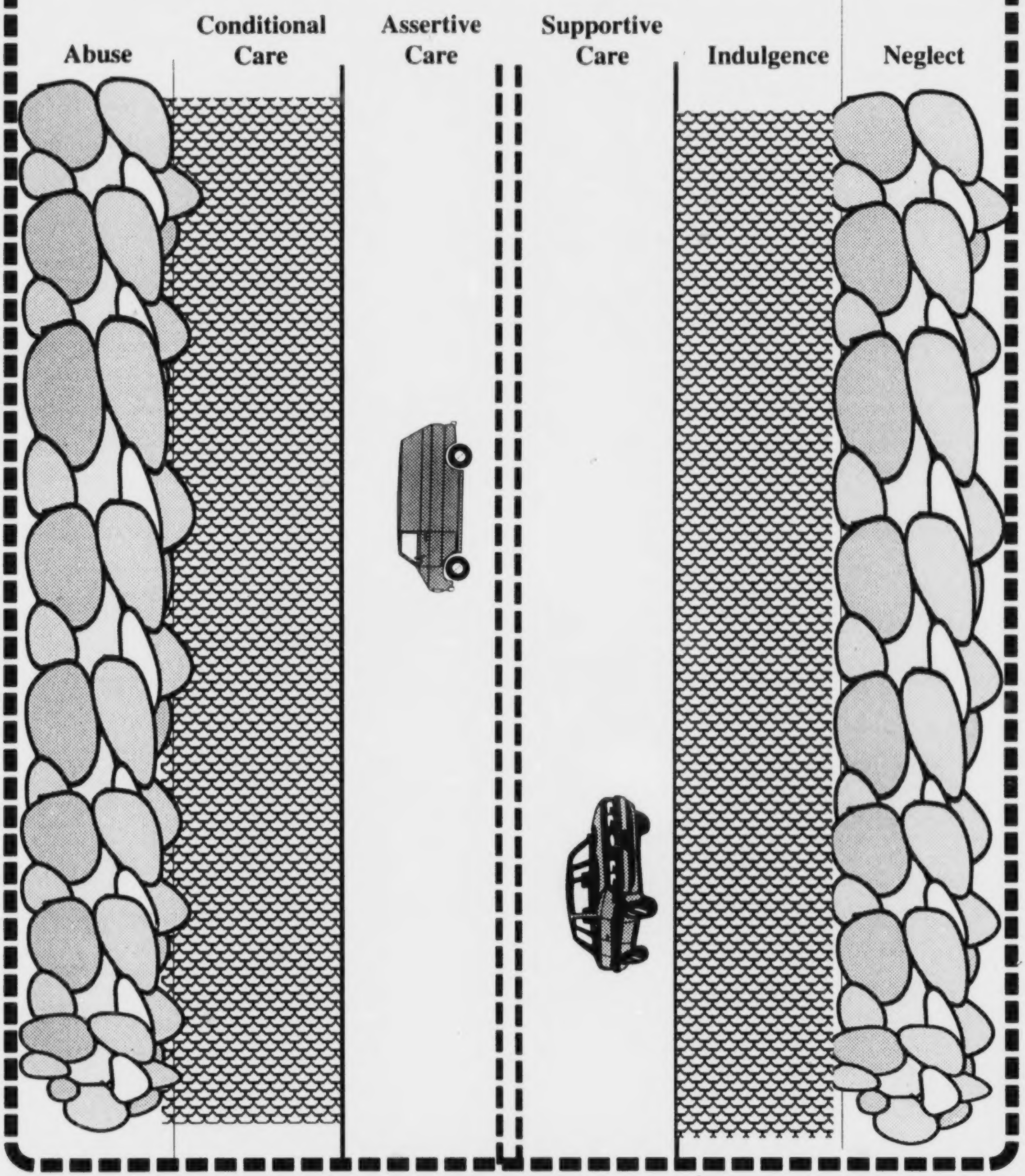
Joy, hope, self-confidence, and self-esteem grow from care and support. Despair, joylessness, and loneliness flow from abuse, conditional care, indulgence, and neglect.

	Abuse	Conditional Care	Assertive Care	Supportive Care	Indulgence	Neglect
Characteristics of parents' behavior:	Relating to a child by assault, by physical or psychological invasion, or direct or indirect "don't be" messages. Abuse negates the child's needs.	Using threats and conditions. The care the parent gives the child is based on the parent's needs and expectations, not on the child's needs.	Comforting and loving. Freely given, helpful to the child, responsive to the child's needs, and appropriate to the circumstance.	Offering help, comfort, and love, encouraging the child to think and to do what she is capable of doing for herself.	A sticky, patronizing kind of love. Promoting dependence on the parents and teaching the child not to think for himself or be responsible for self or to others.	Passive abuse. Lack of attention emotionally or physically, by parents who are unavailable or who ignore the needs of the child. These parents may be "there, but not there."
Children's Response:	I am not powerful. I deserve to die, or the reverse, I will live in spite of them. It's my fault, or the reverse, I'll blame everything on others. I'll be good, or the reverse, I'll be bad. Big people get to abuse, or I can abuse those smaller than me, or I will never abuse. I won't feel or have needs. Love does not exist. I am alone; I keep emotional distance from, and don't trust, others. I blame or strike or leave first.	I am what I do. I must strive to please. Big people get what they want. I can never do enough. I must be perfect. I don't deserve love. There is a scarcity of love. I must be strong. Love obligates me and is costly. I don't trust. I do keep emotional distance, run away, or blame others.	I am important. I deserve care. It's okay to ask for what I need. I belong here. I am loved. Others can be trusted and relied upon. I can know what I need. It's okay to be dependent at times.	I am loved. I can know what I need. I am capable. I can be powerful. I am not alone. It's okay to ask for help. I am both separate and connected. I can decide when to be dependent and when to be independent.	I am not capable. I don't have to be competent. I don't have to know what I need, think, or feel. Other people are obligated to take care of me. I don't have to grow up. I must be loyal to my indulging parent. To get my needs met, I manipulate or play a victim role. It's okay to be self-centered. Later on: be wary and don't trust.	I don't really know who I am or what is right. I am not important or powerful. I am not lovable. I die or survive alone. It isn't possible or safe to get close, to trust, or to ask for help. I do not deserve help. What I do doesn't count if someone has to help me. Life is hard.

Source: Jean I. Clarke and Connie Dawson. *Growing Up Again: Parenting Ourselves, Parenting Our Children.* New York: Harper/Hazelden, 1989.

The "Road" of Nurturing

Parents who use assertive and supportive care are on the road to nurturing children. Indulgence and conditional care represent the berm of the road. These behaviors are less nurturing and have negative consequences. Abuse and neglect are way off the road to nurturing and have harmful effects on children.


Abuse
Conditional Care
Assertive Care
Supportive Care
Indulgence
Neglect

Page 1 of 2

Nurture and Care Examples

Example One

Situation: Three-year-old starts to cross street alone.

Abuse: Spanks.

Conditional care: Pulls the child back and says, "I won't love you if you don't obey me."

Assertive care: Calls to child and dashes after her. Enforces nonnegotiable rules about crossing alone.

Supportive care: Acknowledges child's wish to cross, while reminding her that she will learn how to cross alone when she is older.

Indulgence: Gives child permission to cross alone before she is able to judge speed and distance of cars.

Neglect: Looks the other way.

Example Two

Situation: Four-year-old boy plays dress up in women's clothes.

Abuse: Says, "You're a little sissy!" Snatches jewelry off the child and/or beats him.

Conditional care: Says, "I love you only when you are acting tough like a real boy should."

Assertive care: Says lovingly, "I see you like playing dress-up." Offers hug.

Supportive care: Provides a variety of dress-up costumes.

Indulgence: Buys six fancy costumes that reflect "real boy" activities such as cowboy suit, pirate outfit, Superman costume.

Neglect: Provides no props for fantasy play.

Example Three

Situation: Seven-year-old child is feeling sad about being excluded by friends.

Abuse: Says, "I don't blame them. I wouldn't want to play with a crybaby like you." Hits child on upper arm or twists his ear.

Conditional care: Sighs, says, "I'd always hoped that you would be popular."

Assertive care: "I love you and I think you are wonderful. I'm sorry they left you out. What are some other things you can do today?"

Supportive care: "I remember a time when I was your age and was sad about being left out. It felt icky. Remember that I'm on your team. Anything you want from me?"

Indulgence: "I'll get you some new toys and then they will want to play with you."

Neglect: Doesn't notice or says it doesn't matter.

Source: Jean I. Clarke and Connie Dawson. *Growing Up Again: Parenting Ourselves, Parenting Our Children.* New York: Harper/Hazelden, 1989.

Nurture and Care Examples *(continued)*

Example Four

Situation: Ten-year-old wants to learn to play a French horn.

Abuse: "You want to play a horn?" in a ridiculing way. Laughs at child. Makes a paper cone and sings loudly in child's ear.

Conditional care: No praise, focuses on mistakes or urges sports instead. Says, "I don't have the money for a horn because you need better skis."

Assertive care: "On Friday we'll go to the music store and find out about renting a horn and getting a good teacher."

Supportive care: "I think you will do great. I hope there's a recital soon so I can come and listen.

Indulgence: "Here, I got you a trumpet. It's a very good one. It'll be easier for you to carry than a French horn."

Neglect: Ignores child's request, or promises to get an instrument and forgets.

Example Five

Situation: Family is moving to different town and ten-year-old child does not want to move.

Abuse: "Don't be a crybaby. If you're going to whine, I'll give you something to cry about."

Conditional care: "I have a lot to do so be cheerful and help me pack."

Assertive care: Sees child's tears. Holds the child. Comforts the child. Gives child a book about a child's experience with moving and talks with the child about it.

Supportive care: Says, "Leaving the place you live and your friends is tough. Want to plan some special ways to say good-bye to your friends?"

Indulgence: "I feel sorry for you. I moved twice when I was your age. You can have your choice of the bedrooms and all new furniture in your new room."

Neglect: Fails to notice child's distress.

Example Six

Situation: One-year-old child puts everything in his mouth.

Abuse: Screams at child and hits objects out of his mouth.

Conditional care: Frowns, says, "I don't love you when you do that. Be a good boy and stop."

Assertive care: Takes all hazardous or breakable objects out of rooms where child plays. Admires child's ability to explore.

Supportive care: Offers a wide variety of objects that are safe for child to mouth.

Indulgence: Lets child ruin things because "he wants to chew on everything."

Neglect: Doesn't notice child tasting colored tissue paper, cigarette butts, aspirin, dishwasher soap.

How Parent-Child Communications Affect Development

Parents communicate in many ways with children–through words, gestures, expressions, and touch. The following examples provide ways that parents can encourage development and those behaviors that constrain development.

Communication That Encourages Development	**Communication that Constrains Development**
Connect with child through talking, playing together, facial and physical expressions	Connect with child through directives, criticism, advice
Use child's name frequently	No name use except for control
Use concepts and language understandable by children	Use adult language and concepts
Ask child for cooperation	Threaten child with punishment
Encourage involvement	Give orders
Give reasons	Interpret, judge
Get child's attention before communicating	Communicate without getting child's attention
Engage, stimulate, encourage child's interest	Do activity even if child is bored, uninvolved
Change things midstream if child isn't responding	Persist regardless of child's response
Join child in play	Divert, distract child
Much eye contact, positive visual expression	Little eye contact or positive visual expression
Body position near child and at child's level	Body position above child or far away
Patient, calm, supportive, warm, gentle, relaxed, voice tone, movements, touch	Fast, urgent, pressured pace, voice tone, movements, touch
Focus attention on child; interact with child; sensitive to child's needs, feelings, agenda, cues	Focus attention on own needs, task, things, other people of interest to self; adult needs, feelings, agenda, predominate; ignore child; self-absorbed
Child-oriented, learning opportunity-oriented	Task-oriented, get job done
Involve child in task	Do task by self
Let child initiate his or her preferred activities; offer developmental appropriate activities	Initiate activities adult likes, that meet adult's goals and which the child might not be able to do
Follow child's lead; enter child's activity only enough to support child's goal and maintain safety	Intrude on, interrupt child's activities
Expectations of child based on child's developmental level and child's unique characteristics	Expectations for child based on adult's needs and desires
Give choices	Order, command
Flexible, accepting, accommodating	Rigid, judgmental, rejecting
Let child problem solve	Give solutions
Let child do for self; verbally direct if needed	Provide unneeded assistance; do things for child that child could do
Respect child as a person; reward effort, independence, creativity, discovery, persistence	Reward child for performance, compliance

Adapted from L. Anderson, R. Thomas, L. Getahun, & B. Cooke. ***Strengthening Parent-Child Relationships: A Reflective Dialogue Approach to Parent Education.*** St. Paul, MN: University of Minnesota, 1992.

Communicating with Children
Observation Checklist

As you observe two students interacting in the role of parent and child, note whether each technique listed below is being used. Place a check mark in the box that most accurately fits your observations.

Technique	**Yes**	**Somewhat**	**No**
1. Does the parent physically get down to the child's level?	☐	☐	☐
2. Does the parent use positive statements?	☐	☐	☐
3. Does the parent use short, simple statements that have action verbs near the beginning of the sentence?	☐	☐	☐
4. Does the parent avoid expecting the child to remember instructions given far in advance?	☐	☐	☐
5. Does the parent give only one or two directions at a time?	☐	☐	☐
6. Does the parent give a direction at the time and place he or she wants the child to carry it out?	☐	☐	☐
7. Does the parent give reasons for a request to help the child see the point?	☐	☐	☐
8. Does the parent use "I" messages rather than blaming and criticizing the child?	☐	☐	☐
9. Does the parent allow the child to express ideas and feelings?	☐	☐	☐
10. Does the parent listen actively to the child?	☐	☐	☐
11. Does the parent avoid lecturing the child?	☐	☐	☐
12. Does the parent communicate love to the child?	☐	☐	☐

Source: *Parenting: Rewards & Responsibilities.* Mission Hills, California: Glencoe/McGraw-Hill, 1994.

Affirmations for Family Members Throughout the Life Cycle

What are affirmations?

They are life supporting messages–anything we do or say that lets others know that we believe they are lovable and capable. These messages affirm people's need and ability to grow and to do their developmental tasks.

Are there ways to give these messages other than using affirmations?

Yes, there are lots of ways. You give them by the way you touch, look, respond to, spend time with, and pay attention to people.

Why is it worthwhile to use these affirmations?

We can use these affirmations to help us remember that we are capable people. They help us love and care for ourselves and others. They remind us that we are always growing and that there is hope.

How can affirmations help us?

We can use affirmations to help us raise our self-esteem so that we have healthier bodies and healthier minds. Our posture improves, we are more attractive, productive, loving, and joyful.

What are the "Love Affirmations?"

The "love affirmations" are marked with hearts. They are the affirmations that say "I love you unconditionally."

Are there any rules for using the affirmations?

Yes. Don't give an affirmation to someone else at a moment when you don't feel and believe it. If you do, they may pick up the conflict in it and feel confused instead of affirmed. If you can't give some of these messages to your family members, do what you need to do for yourself (get help, rest, education, therapy, whatever) so that you can believe the messages and give them.

Being, Stage I, 0 to 6 months

I'm glad you are alive.
You belong here.
What you need is important to me.
I'm glad you are you.
You can grow at your own pace.
You can feel all of your feelings.
I love you and I care for you willingly.

♥

Doing, Stage II, 6 to 18 months

You can explore and experiment and I will support and protect you.
You can use all of your senses when you explore.
You can do all the things as many times as you need to.
You can know what you know.
You can be interested in everything.
I like to watch you initiate and grow and learn.
I love you when you are active and when you are quiet.

♥

Source: Jean Illsley Clarke, 16535 9th Avenue N., Minneapolis, MN 55447 (612-473-1840).

Affirmations for Family Members Throughout the Life Cycle

Page 2 of 2

Thinking, Stage III, 18 months to 3 years

I'm glad you are starting to think for yourself.
It's OK for you to be angry and I won't let you hurt yourself or others.
You can say no and push and test limits as much as you need to.
You can learn to think for yourself and I will think for myself.
You can think and feel at the same time.
You can know what you need and ask for help.
♥ You can become separate from me and I will continue to love you.

Identity and Power, Stage IV, 3 to 6 years

You can explore who you are and find out who other people are.
You can be powerful and ask for help at the same time.
You can try out different roles and ways of being powerful.
You can find out the results of your behavior.
All of your feelings are OK with me.
You can learn what is pretend and what is real.
♥ I love who you are.

Structure, Stage V, 6 to 12 years

You can think before you say yes or no and learn from your mistakes.
You can trust your intuition to help you decide what to do.
You can find a way of doing things that works for you.
You can learn the rules that help you live with others.
You can learn when and how to disagree.
You can think for yourself and get help instead of staying in distress.
♥ I love you even when we differ; I love growing with you.

Identity, Sexuality, and Separation, Stage VI, Adolescence

You can know who you are and learn and practice skills for independence.
You can learn the difference between sex and nurturing and be responsible for your needs and behavior.
You can develop your own interests, relationships, and causes.
You can learn to use old skills in new ways.
You can grow in your maleness or femaleness and still be dependent at times.
I look forward to knowing you as an adult.
♥ My love is always with you. I trust you to ask my support.

Interdependent, State VII, Adult years

Your needs are important.
You can be uniquely yourself and honor the uniqueness of others.
You can be independent and interdependent.
Through the years you can expand your commitments to your own growth, to your family, your friends, your community, and to all humankind.
You can build and examine your commitments to your values and causes, your roles, and your tasks.
You can be responsible for your contributions to each of your commitments.
You can be creative, competent, productive, and joyful.
You can trust your inner wisdom.
You can say your hellos and good-byes to people, roles, dreams, and decisions.
You can finish each part of your journey and look forward to the next.
Your love matures and expands.
♥ You are lovable at every age.

Using Positive Guidance

Module Overview

Practical Problem: What should I do about nurturing children?

Competency: **6.0.6:** Use positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior in children and adolescents

Competency Builders:

6.0.6.1 Distinguish between guidance, discipline, and punishment
6.0.6.2 Identify importance of setting developmentally appropriate expectations
6.0.6.3 Analyze short-term and long-term outcomes of guidance, discipline, and punishment for children, families, and society
6.0.6.4 Evaluate alternative approaches for guiding and disciplining children and adolescents in terms of short-term and long-term outcomes
6.0.6.5 Recognize that different families, cultures, and ethnic groups may have different values and behavioral expectations
6.0.6.6 Recognize how individual differences, relationships, and situations influence choice of guidance and discipline techniques
6.0.6.7 Identify strategies for encouraging responsible behavior for self and others
6.0.6.8 Define child abuse (i.e., physical, sexual, and emotional) and child neglect
6.0.6.9 Analyze factors that contribute to situations of child abuse and neglect
6.0.6.10 Analyze outcomes of child abuse and child neglect
6.0.6.11 Identify strategies for managing anger, frustration, separation, loss
6.0.6.12 Create strategies for preventing and intervening in child abuse and child neglect situations

Supporting Concepts:

1. Expectations of guidance and discipline outcomes
2. Alternative parenting styles
3. Strategies for encouraging responsibility
4. Child abuse and neglect

Teacher Background Information

Rationale

The issue of how to provide appropriate guidance for children at various levels of development is a primary concern for parents and others who care for children. Parents perform an important role in preparing children to assume adult roles in our democratic society. Positive guidance techniques promote self-esteem, self-discipline, and a sense of personal responsibility in children.

Using Positive Guidance

CONTENT MODULE 6

How parents choose to guide children has become a societal issue as well as an individual and family issue. The phrase, "it shouldn't hurt to be a kid," is a familiar one, yet every year children are burned, cut, bruised, have bones broken, or die from injuries caused by the people who care for them. According to the National Center on Child Abuse and Neglect, in 1992 there were 148,101 children subject to report for child abuse in the state of Ohio. The national statistics are even more staggering. Clearly there is a need to provide information about positive guidance techniques to adolescents who will one day assume parenting roles.

Distinguishing between the concepts of guidance, discipline, and punishment is important to the issue of appropriate guidance. To *guide* is to point out the way; direct on a course; conduct; lead; give instruction; or train. To provide guidance is to set a standard or principle by which to make a judgment and plan a course of action. *Discipline* is training that develops self-control, character, or orderliness and efficiency. To provide discipline is to offer training from which an individual may develop self-control and character. To *punish* is to cause pain, loss, or suffering for a crime or wrongdoing. To provide punishment is to hurt another human being. Punishment may restrain a child temporarily, but it does not foster self-discipline. If self-discipline is the desired outcome, parenting should include techniques that reflect the concept of guidance and discipline.

Background

As discussed in the teacher background section of Content Module 5, Developing Positive Parent-Child Relationships, there are distinct characteristics and strengths that are developed by various patterns of parenting. The outcomes of self-discipline, self-esteem, and socially responsible behavior in children and adolescents are most closely associated with the authoritative or democratic parenting style. Families in which parents provide consistent leadership, set developmentally appropriate standards of behavior, and maintain a quality of warmth in their day-to-day interactions have children who are in turn able to manage the external demands of personal, academic, and social responsibility. Several tools are helpful as parents strive to develop an authoritative or democratic patenting style and guide children.

- *Using logical and natural consequences.* The terms logical and natural consequences have their roots in the teaching of Rudolf Dreikurs. Dreikurs made significant contributions to parent education, marriage and family counseling, education, and psychotherapy. He emphasized democratic family functioning and equality in terms of the value and worth of the individual. Dreikurs expected the adults in the family to use logical and natural consequences as tools to teach children the logical and natural order of living in the family and eventually contributing to a democratic society.

  Natural consequences allow the child to learn from the natural order of the world. For instance, if a teenager is slow to get ready in the morning, he may experience the natural consequence of being late for school. Logical consequences are arranged by the parent to teach responsibility. For instance, the consequence for a child who leaves a bicycle out in the driveway might be that the child will not be allowed to ride the bike for a few days. Several parenting programs such as *Active Parenting* (Popkin, 1983) and *Systematic Training for Effective Parenting: STEP* (Dinkmeyer & McKay, 1976) incorporate the use of logical and natural consequences.

- *Promoting positive self-esteem.* The contributions of Virginia Satir and Dorothy Briggs helped clarify the relationship between positive self-esteem in children and youth, and responsible behavior toward others. According to Briggs (1970), strong self-respect is based on two main convictions: I am lovable–I matter and have value because I exist; and I am worthwhile–I can handle myself and my environment with competence and know I have something to offer others. This definition is directly related to behaviors associated with authoritative parenting–high warmth, positive control, and realistic behavioral expectations.

  The work of Jean Illsley Clarke (1981; Clarke & Dawson, 1989) is based on Briggs' definition of self-esteem. Clarke's approach includes helping parents learn about children's psycho-social development, family communication patterns, and behavioral change. One goal is to improve parent self-esteem as a result of increased competence in the parenting role. In addition, children's self-esteem improves as a result of better family communication and adult guidance. Clark's ideas are the basis for Washington's *Parenting is Prevention* program. Activities for this program are designed to promote reflection on childhood experiences of being parented, and improve warmth and behavioral control in the current parent-child relationship. The intent is to promote personal growth as well as improvement in the nurture and structure interactions of the family, so that children will feel loved as well as capable of contributing to the family and eventually to society.

- *Communicating effectively.* An important aspect of guiding children is the ability to communicate effectively. One of the better known and most easily read texts on effective family communication is *How to Talk so Kids Will Listen & Listen so Kids Will Talk* (Faber & Mazlish, 1980) . The focus of this book is the verbal communication patterns within families, particularly reflective and empathic listening skills. Of critical importance are the skills of seeing daily conflict situations from the child's point of view and being aware of personal feelings while interacting with the child. Ideally, improvement in the parent-child relationship occurs as parents improve their ability to empathize with the child and to be as concerned about the child's inner life as they are with behavior control.

  Probably one of the best known communication-based parent education programs is Thomas Gordon's *P.E.T.: Parent Effectiveness Training* (1970). Though few programs still use P.E.T. in its entirety, many programs have units on active listening and I-messages, skills central to P.E.T. that are supportive of parental problem-solving skills.

In addition to knowledge about positive guidance techniques, an awareness of parent attitudes and behavior patterns that may result in child abuse or neglect is also important for future parents. These behaviors not only have negative consequences for children in abusive families, but for society as a whole. As indicated by the characteristics of abusive parents in Figure 1, abuse is cyclical–those who have been abused as children are of significant risk of abusing their children in the future. Children who have been abused may suffer permanent physical damage, have low self-esteem, be unable to form caring relationships with others, and act out through violent behavior. Bavolek, Kline, and McLaughlin (1988) identified four parenting attitudes and behavior patterns that are cited most often in the research exploring abuse and neglect:

Characteristics of abusive parents

- Victimized by abuse or neglect themselves as children
- Immature emotionally
- Isolated socially
- Changed employment status, financial condition or family status
- Have poor health
- Abuse drugs or alcohol
- Have few positive/verbal interactions with children
- Hold unrealistic demands on children
- Believe corporal punishment is necessary to control children

Figure 1. (U.S. Department of Health and Human Services, 1989).

- *Inappropriate parental expectations of the child.* In child maltreatment cases, often parental expectations far exceed the child's developmental level. For example, infants may be injured by adults who shake or hit them because "they won't stop crying." Inappropriate developmental expectations of children can occur at every stage of development. As infants become more mobile, they are at increased risk for physical and emotional abuse, as in the case of the demand for early toilet training. Another example of unrealistic parental expectations occurs when parents physically punish children for "getting into things." Such punishment may temporarily interrupt natural exploration and thus discourage the development of curiosity and self-motivation. Although teenagers are at less risk of physical harm related to inappropriate developmental expectations, they continue to be at risk for emotional maltreatment and neglect. When parents fail to provide the adolescent with consistent age-appropriate guidelines, teenagers are at increased risk of sexual exploitation, drug abuse, truancy, and academic failure.

- *Inability on the part of the parent to be empathetic toward the child's needs.* A lack of empathic response on the part of the adult is often related to inappropriate developmental expectations. The adult demonstrates either a hostile lack of desire to see life from the child's point of view or lacks the emotional capacity to understand another's discomfort.

- *Role reversal.* This pattern of behavior demands that the child care for the physical and emotional needs of the adult. It is linked to the social, psychological, educational, and emotional limitations demonstrated by adults. These adults consistently place inappropriate expectations on the children to meet the emotional needs of the adult, and often are unwilling or unable to offer empathic responses to children's needs.

- *Strong parental belief in the value of punishment.* Probably no parental attitude causes more potential for social and political misrepresentation and debate that the belief in corporal punishment as a form of discipline. The right to hit within the family brings into question the sovereign nature of the family and the role of society to guide and protect all of its young. There is a distinct difference in parents who follow the internal directive "when all else fails, hit," and those who hit at the slightest provocation to head a behavior off at the pass. For those who hit when all else fails, hitting a child is an admission of defeat. It represents the ultimate failure of the parent to manage the everyday demands of household and children. On the other hand, those who see hitting as an effective and efficient way to manage children's behavior miss the opportunity to expand the thinking and problem-solving skills that promote self-discipline in children. The adults have in essence foreclosed on the children's opportunity to experience the positive guidance that promotes self-discipline, self-esteem, and socially responsible behavior in children.

This overview of topics related to positive guidance is by no means exhaustive, but is meant to point out the variety and range of issues to consider when preparing adolescents for a future parenting role. To prevent child abuse in future generations, all adolescents should have the information necessary to provide developmentally appropriate expectations, be able to empathize with the child's point of view, and have alternatives to physical punishment for child behavior management. They also need to be supported in their own development so that they grow to become emotionally able to provide a leadership role in the family.

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Learning Activities

1. Expectations of guidance and discipline outcomes

a. On the chalkboard, make a list of characteristics you would like to foster in children. Choose five characteristics that are the most important and explain your choices. Beside the list of characteristics, write the practical problem, "What should we do about guiding children?" Explain the relationship between the list of desirable characteristics and the desired ends for this particular practical problem. Make a list of questions to guide your thinking about this practical problem, such as those listed below.

(1) What guidance choices do parents have?
(2) What are the short-term and long-term consequences of each guidance choice?
(3) Which choices are most likely to foster the characteristics we want children to develop?
(4) What factors will influence parents' choice of guidance style?
(5) What information will parents need in order to make the best choice of guidance method for themselves and their children?

b. Individually, write a definition for each of the terms below. In pairs, share your definitions and note similarities and differences. Use classroom resources and responses from pairs to write a working definition for these terms for your Parenting class. Explain how these definitions might reflect the desired outcomes identified in the previous activity.

(1) Discipline
(2) Punishment
(3) Guidance

c. Make a list of methods of discipline and punishment you have observed parents use with children to shape their behavior. Include examples of rules and consequences when children misbehave. Explain some of the factors that influenced these methods, such as those listed below.

(1) How parents were parented
(2) Culture
(3) Religious beliefs
(4) Societal expectations

Discussion Questions
- *How did these methods or rules come to be?*
- *Can parents enforce these rules? Sustain these methods?*
- *Would children be able to follow these rules? Why or why not?*
- *Are the consequences for misbehavior reasonable? Why or why not?*
- *Why are certain rules important to some families and not to others?*

d. In small groups, select one of the case studies below and determine whether you would classify the parent's behavior in the situation guidance or punishment. If you decide that it is punishment, explain how the behavior could be changed to reflect guidance without punishment. Share your responses with the class.

(1) Two preschoolers are fighting over a toy. One yanks it out of the other's hands and runs away with it. The parent spanks the child who took the toy and makes him give it back.
(2) A five-year-old is crying and complaining because it rained and the outing the family had wanted to take to play at the park was canceled. Her mother reminds her that it is cold and rainy and suggests playing a game that they can do indoors.
(3) A four-year-old wet his pants. His father made him wear the wet pants all day so that he would remember not to do it again.
(4) When a third-grader got a "D" on his report card, his parents grounded him and forbid him to play with his friends until the grade improved.
(5) A three-year-old runs into the street. The parent runs after the child, brings her back to the sidewalk, and reminds her of the rule and the danger of running into the street.

e. Read **Children Learn What They Live** (p. 246). Explain how the characteristics described in the poem could be present in the way children are guided, disciplined, or punished by parents.

Discussion Questions
- *How are the desired ends you described in Activity 1a represented in this poem?*
- *What are the values underlying this poem?*
- *How do the values and beliefs represented in this poem reflect what you believe to be true about parenting?*

2. Alternative parenting styles

a. Review **Parenting Leadership Styles** (p. 84). Create role-plays, such as those identified below, using a situation in which a parent and a child are putting together tinker toys. As each role-play is performed, identify which scenario fits with which parenting style. Note differences between the styles.

(1) Permissive parent: Pays little attention as child builds with tinker toys.
(2) Authoritarian or autocratic parent: Parent tells child how to build tower. Uses put-downs.
(3) Democratic parent: Parent and child work together to build tower. Parent encourages child, asks questions.

b. Read **Comparing Parenting Styles** (p. 247). In small groups, read each of the situations below and write a democratic, permissive, and authoritarian response for each situation. Share your situations with the class and note similarities and differences. Identify the values and goals underlying each of the parenting styles.

(1) Two siblings are fighting over a toy
(2) Preschool child refuses to go to sleep at bedtime
(3) Second-grader consistently fails to be ready for school on time
(4) A middle schooler refuses to keep his room clean
(5) A third-grade child wants to play basketball instead of doing homework

Discussion Questions
- *Of the three parenting responses you created, which was most difficult to write? Which was easiest to write? Why?*
- *In these situations, which parenting style response would you be most likely to use? Why?*
- *In these situations, which parenting style response is best for children? Parents? Why?*

Teacher Note: The terms used for parenting styles may vary slightly. The more rigid style of parenting may be referred to as authoritarian or autocratic. The democratic parenting style may also be referred to as authoritative. Review these terms and their similarities and differences with students. As students use a variety of parenting resources now and in the future, it will be helpful for them to recognize the various terms parenting education programs, researchers, and parent educators use to describe parenting styles.

c. Read **Parenting Styles: Outcomes in Children** (p. 248). Explain how these outcomes reflect the consequences of the various styles of parenting. Then generate additional consequences of each parenting style for parents and for society.

Discussion Questions
- *Which parenting style would help parents achieve the desired outcomes you identified in Activity 1a?*
- *Which parenting style has the best outcomes for society?*
- *What should parents believe and be able to do in order to implement a parenting style that is best for children, themselves, and society?*

d. View the transparency, **The Guidance Triangle** (p. 249). For each category, identify specific examples to show how each factor could influence how parents guide children.

e. Use **Which Choice Is Best?** (p. 43) to determine which parenting style you would use to guide children if you were a parent. In pairs, share your choice and justify your response.

Discussion Questions
- *Did you make a choice you would consider to be ethical?*
- *What factors might make it difficult for you to implement your choice as a parent?*
- *What resources might you have to carry out your choice?*
- *What skills will you need to develop?*

f. **Action Project:** Keep a journal recording observations of parents and children on television programs. Identify the parenting style used by the parent in the show and describe at least one example of how the parent encouraged good behavior, set and enforced limits and rules, or dealt with misbehavior. Evaluate how successful the parent was at guiding the behavior of the child and why.

3. Strategies for encouraging responsibility

a. Create a bulletin board entitled, "Becoming a Democratic Parent." Feature pictures of parents and children of different ages. Highlight specific techniques used by democratic parents, such as those listed below. Read **Ideas for Positive Guidance** (p. 250). As a class, identify what you know about implementing these suggestions and what you would like to learn more about.

(1) Establishing rules
(2) Using natural and logical consequences
(3) Using positive reinforcement
(4) Communicating effectively
(5) Redirecting

Discussion Questions

- *How do these various techniques reflect democratic parenting?*
- *Why are these techniques describe as positive?*
- *Which techniques would you be most likely to use? Why?*
- *What are the consequences of using these techniques?*

b. Read **Affirmations for Positive Guidance** (p. 251). In small groups, choose two of the categories of affirmations given on the handout and write additional examples of affirmations. Share your examples with the class.

c. Complete **Using Natural and Logical Consequences** (p. 252). Decide which you would probably use in each situation, natural consequences, logical consequences, or a combination of both. Justify your response.

Discussion Questions

- *What is the difference between natural consequences and logical consequences?*
- *How does the use of these types of consequences support becoming a democratic parent?*
- *Are situations in which the use of natural consequences are not appropriate? Give examples.*
- *What criteria should parents use to decide whether natural or logical consequences are appropriate?*

d. In small groups, list rules you remember being enforced in your family when you were a child. As a group, choose one of the rules on your list that you would keep if you were parents, and one that you would throw out. Share your examples with the class and the justification for your selected rules. Read **Rules About Rules** (p. 253), and explain why the rules you decided to keep were good rules.

Discussion Questions
- *What is the value of rules in families?*
- *Why are rules important to the democratic style of parenting?*
- *How are rules different in democratic parenting than in the other parenting styles?*
- *What does a person need to believe in order to set effective rules as a parent?*

e. Read **Ten Suggestions for Setting Limits** (p. 254) and **This Home is a Human Sanctuary** (p. 255). In cooperative learning groups, create an imaginary family of parents and children. Design a set of family rules for that family. Create a poster displaying your rules and post it in the classroom. Explain how the rules you have developed will help parents achieve a goal of becoming a democratic parent.

f. Review charts that were developed to show developmental levels of children in Module 4, Meeting Developmental Needs. Read each of the situations below and determine if the guidance techniques used are appropriate for the age of the child. Identify ways in which guidance techniques will change as children grow and develop.

(1) A one-year-old is asked to sit in a chair for five minutes for refusing to share a toy with her twin sister.
(2) A two-year-old is spanked for spilling her drink.
(3) A twelve-year-old is grounded for getting a bad grade in school.
(4) A three-year-old is shamed for wetting the bed.

Discussion Questions
- *What happens when limits or consequences used by parents are inappropriate for the child's age?*
- *How should parents decide whether their guidance techniques are developmentally appropriate?*
- *What do parents need to believe in order to provide developmentally appropriate guidance?*

g. **FHA/HERO:** Hold a special chapter event entitled, "Guiding Children–What Would You Do?" Create open-ended guidance situations involving children at various levels of development. Write the situations on index cards and end each situation with the question, "How would you go about guiding the child in this situation?" In groups of six or eight, select one or more cards from the pack. Hold a suggestion circle with your group. Designate one group member to sit in the center of the circle and read the guidance situation. Then offer and record possible suggestions as to what to do in that situation. Following the suggestion circle, decide as a group which suggestion would be best. Repeat with other suggestion circles until you have made a decision about each situation given to your group. Report your responses to the chapter and identify what the solutions to the situations have in common.

Discussion Questions

- *What factors did you consider as you decided what guidance techniques were appropriate in this situation?*
- *What are the values and goals reflected in your decision?*
- *Is your decision in the best interests of the children involved? Society's best interests? Why or why not?*

h. In cooperative learning groups, select one of the situations below and use the **Practical Parenting Problems Think Sheet** (p. 37) to record your reasoning about the type of guidance to use in that situation. Create a role-play to illustrate the parent taking action in the situation and perform the role-play for the class.

(1) A fourteen-year-old sneaks out after bedtime to meet her boyfriend.
(2) A twelve-year-old is late getting home and refuses to explain where he has been.
(3) A five-year-old has punched holes in the sofa with a pencil.
(4) A four-year-old refuses to go to bed.
(5) A three-year-old begins to cry when another child grabs a toy from him on the playground.
(6) A two-year-old refuses to stop playing with an expensive stereo system.
(7) An eight-year-old lies about breaking a toy that belongs to his younger sister.

i. Write a journal entry about what you have learned about guiding children. Use the questions below to reflect on this topic.

(1) What do the terms guidance, discipline, and punishment mean to you?
(2) As a future parent, what do you hope to accomplish as you guide your children?
(3) What style of parenting will you most likely use in your future parenting role? Why?
(4) What are the consequences of this parenting style for your future children? For you? For society?
(5) What guidance techniques will you most likely use as a future parent? Why?
(6) What skills do you have or do you need to develop that will help you use these techniques?

j. **Action Project:** Volunteer at a child care center, community or church nursery, or as a babysitter and record situations in which you used guidance techniques. Characterize these techniques according to a particular parenting style and explain the skills you used.

k. **FHA/HERO:** Develop an advertising campaign to promote positive ways to guide children. Identify the concepts and techniques you want to promote in the campaign, create a slogan for the campaign, and make a plan for getting the information to parents or local businesses, doctors' offices, grocery stores, etc.

4. Child abuse and neglect

a. Using resources, identify local statistics on child abuse in your community. View the overhead transparency **Consequences of Child Abuse** (p. 256). Make an additional list of consequences of child abuse for families and for society.

Discussion Questions

- *Why should we be concerned about child abuse?*
- *Was child abuse a problem in our society 50 years ago? Why or why not?*
- *Why does child abuse continue to be a problem in our society?*
- *What do parents need to believe in order to refrain from abusing children?*

b. Using resources, identify the types of abuse and neglect, such as those listed below. Create examples of each type.

(1) Physical
(2) Nutritional
(3) Medical
(4) Educational
(5) Emotional
(6) Sexual

c. Read the case studies below and identify the types of abuse and neglect the children are experiencing.

(1) Betty's son Ronnie stepped on a rusty nail while playing in the alley being their apartment building. Betty's neighbor said she should take him to the clinic for a tetanus shot, but Betty doesn't have the money right now. Besides, the clinic is too far away for them to walk, and they don't have a car.
(2) Mindy feeds her three-week-old baby formula from a bottle. The formula is really expensive, so she gives the baby water every other feeding. The baby cries a lot and keeps Mindy awake.
(3) Nora has not bothered to take her preschool children to the doctor for immunizations or checkups.

(4) Juan's daughter was truant from school ten days last month. When the school informed him of this, he yelled at her, but he feels that ultimately it is her responsibility to change her behavior.

(5) Elaine is frustrated because her four-year-old son will not do as she asks. He will not even sit in a chair for punishment, so every time he disobeys her, she ties him to the chair and makes him stay there for 30 minutes.

Discussion Questions

- *Do you think that these parents are aware that their behavior is abusive or neglectful?*
- *How can parents tell when their behavior is abusive or neglectful?*
- *What are the long-term consequences of the above situations?*

d. **FHA/HERO:** Invite a social worker to class to discuss the topics listed below. In listening teams, select one of these topics and develop questions to ask the speaker, take notes about your topic during the presentation, and summarize information for the chapter on a poster or display.

(1) Factors contributing to child abuse
(2) Characteristics of abusive parents
(3) Community resources for prevention
(4) Community resources for abusive parents

Discussion Questions

- *What could be done to prevent child abuse?*
- *What can a parent do to keep from being abusive?*
- *What responsibility do other family or community members have?*
- *What is the responsibility of community agencies?*
- *What can a child be taught to do to keep from being abused?*

e. Make a list of statements that reflect beliefs or standards that perpetuate the problem of child abuse, such as those listed below. In small groups, critique each statement by identifying the short-term and long-term consequences of this belief or standard on the issue of child abuse. Write a new statement related to that belief or standard that would support the prevention of child abuse. Share your list of consequences and new statements with the rest of the class.

(1) Hitting others is an acceptable way to express feelings of anger or stress.
(2) Parents can use power to control children to try to get them to do what they want.
(3) Children need their parents even if they are violent.
(4) Occasional incidents of child abuse are probably not serious and should be disregarded.

(5) A child who is abused by a parent probably deserved it.
(6) Child abuse is mostly a problem in low-income minority families.

Discussion Questions
- *Are each of these beliefs or standards in our best interest? The best interests of families? Why or why not?*
- *Do these beliefs or standards have more positive or more negative consequences?*
- *What do the new beliefs or standards you have written have in common?*
- *How can these new beliefs or standards support the prevention of domestic violence?*

f. **FHA/HERO:** Read **Twelve Alternatives to Striking A Child** (p. 257). Survey parents, relatives, community members, and friends to determine things they do to maintain self-control when they are really angry. Determine situations when people find it most difficult to maintain self-control. Develop your own list of ways to maintain self-control and explain how parents could use the list to take time out and make guidance choices that are best for children and families.

g. Read **A Child's Bill of Rights** (p. 258). Explain the rights that are violated when a child is abused. Evaluate how each of the goals below would prevent abusive treatment of children.

(1) Selecting a mature, caring person as a mate
(2) Building good family relationships
(3) Delaying parenting until you are ready for the responsibility
(4) Using positive guidance techniques
(5) Having realistic developmental expectations of children
(6) Being aware of community resources for parenting

Discussion Questions
- *What goals do we have for children that are not met in cases of abuse?*
- *Why does abuse continue to be a problem in our society?*
- *What can parents do to insure that children's rights are respected?*

h. **Action Project:** Gather and compile information about local services available for abusive parents and abused children. Interview program directors about abuse issues and how their organizations deal with these issues. Volunteer to help one or more agencies during the course of your project. Evaluate your community's resources for child abuse issues to determine if enough resources are available to meet the needs in your community. Present your findings in an oral report to the class.

i. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about guiding children. Add behaviors to your continuum that illustrate how parents can support the development of children related to this issue. Sample behaviors are listed below. Then list behaviors of parents that might constrain the development of children.

(1) Use natural and logical consequences
(2) Redirect children from situations in which they are misbehaving
(3) Establish developmentally appropriate rules
(4) Use positive reinforcement
(5) Communicate clearly

Assessment

Paper and Pencil

1. Distinguish between guidance, discipline, and punishment by defining each term and providing an example of each.

2. Write a paragraph explaining the importance of setting developmentally appropriate expectations.

3. Identify and analyze at least three short-term and three long-term outcomes of guidance, discipline, and punishment for children, families, and society.

4. Evaluate alternative approaches for guiding and disciplining children and adolescents by explaining at least two short-term and two long-term outcomes of each approach.

5. Given examples of different families, cultures, and ethnic groups, explain how each might have different values and behavioral expectations.

6. Explain how individual differences, relationships, and situations influence choice of guidance and discipline techniques.

7. Identify at least four strategies for encouraging responsible behavior for self and others.

9. Define child abuse (i.e., physical, sexual, and emotional) and child neglect.

10. Analyze at least four factors that contribute to situations of child abuse and neglect.

11. Analyze outcomes of child abuse and child neglect for children, families and society.

11. Identify strategies for managing anger, frustration, separation, and loss.

12. Given a case study, create strategies for preventing and intervening in child abuse or child neglect situation.

Using Positive Guidance

Classroom Experiences

1. In small groups, select a case study and determine whether you would classify the parent's behavior in the situation discipline or punishment. If you decide that it is punishment, explain how the behavior could be changed to reflect discipline without punishment.

2. In small groups, choose a situation and write a democratic, permissive, and authoritarian response for that situation. Identify the values and goals underlying each of the parenting styles.

3. Determine which parenting style you would use to guide children if you were a parent. Justify your response.

4. In cooperative learning groups, create an imaginary family of parents and children. Design a set of family rules for that family. Create a poster displaying your rules and post it in the classroom. Explain how the rules you have developed will help parents achieve a goal of becoming a democratic parent.

5. In cooperative learning groups, select a situation and use the practical problem-solving process to decide which type of guidance to use in that situation. Create a role-play to illustrate the parent taking action in the situation and perform the role-play for the class.

6. Read case studies and identify the types of abuse and neglect the children are experiencing.

Application to Real-life Settings

1. Keep a journal recording observations of parents and children on television programs. Identify the parenting style used by the parent in the show and describe at least one example of how the parent encouraged good behavior, set and enforced limits and rules, or dealt with misbehavior. Evaluate how successful the parent was at guiding the behavior of the child and why.

2. Volunteer at a child care center, community or church nursery, or as a babysitter and record situations in which you used guidance techniques. Characterize these techniques according to a particular parenting style and explain the skills you used.

3. Develop an advertising campaign to promote positive ways to guide children. Identify the concepts and techniques you want to promote in the campaign, create a slogan for the campaign, and make a plan for getting the information to parents or local businesses, doctors' offices, grocery stores, etc.

4. Gather and compile information about local services available for abusive parents and abused children. Interview program directors about abuse issues and how their organizations deal with these issues. Volunteer to help one or more agencies during the course of your project. Evaluate your community's resources for child abuse issues to determine if enough resources are available to meet the needs in your community. Present your findings in an oral report to the class.

Children Learn What They Live

If children live with criticism,
they learn to condemn.
If children live with hostility,
they learn to fight.
If children live with ridicule,
they learn to be shy.
If children live with shame,
they learn to feel guilty.
If children live with tolerance,
they learn to be patient.
If children live with encouragement,
they learn confidence.
If children live with praise,
they learn to appreciate.
If children live with fairness,
they learn justice.
If children live with security,
they learn to have faith.
If children live with approval,
they learn to like themselves.
If children live with acceptance and friends,
they learn to find love in the world.

Adapted from the poem by
—Dorothy Law Nolte

Comparing Parenting Styles

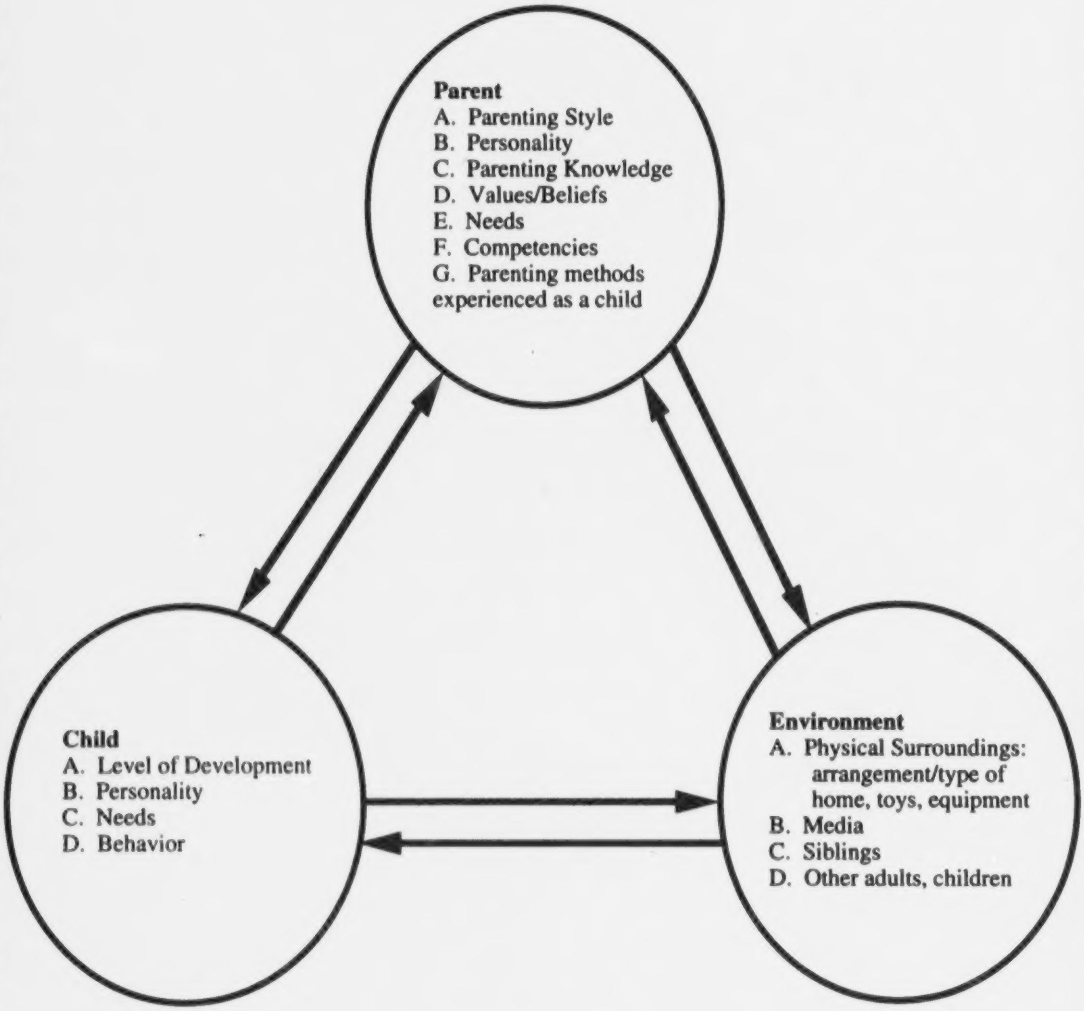
	Authoritarian	Democratic	Permissive
Who's In Control?	• Parent	• Parent = president; child = constituent • Children are heard and have voting rights, but parent has veto. • Goal: each family member has self-control.	• Child
Expectations	• Parent expects that child will not behave. (Thus most directives start out with "Don't. . .") • Child is good when he proves to be "obedient."	• Parent assumes child will do the right thing when directed to do what's "appropriate." • The child is good but sometimes does bad things.	• Parent hopes child will behave. • Parent believes child is basically good but can turn bad.
Rules	• Rigid and unbending. • May be unreasonable. • Made by parent with no child input. • Rules may change at whim. • Not to be questioned.	• Rules are discussed. • Clear and understood. • Opinions of child are considered. • Restrictions are made and agreed upon. • Consequences of behavior are discussed. • Rules may be flexible according to the age of the child and the situation. • May allow for compromise.	• Non existent rules. Unclear, inconsistent, and not enforced.
Respect	• Respect is demanded.	• Respect is earned and mutual. • Democratic process shows respect toward child.	• Respect is "hope for." • Parent wants child to like him or her.
Choices/Problem Solving	• No choice. • Alternatives are created by the parent. • Child is told how to solve problem. • "Do as I say." • Choice may be "no choice." (Example, "Do you want to go to bed?")	• Child is given limited choices early in life. • Child is encouraged to solve own problems. • Parent guides child toward acceptable choices or solutions. • Allows child to make own mistakes.	• Child is left to make own choices. • Choices are innumerable. • Lacking in guidance. • When not guided by parent, may be guided by peers, streets, television. • Child often creates more problems by not solving problems.
Handling Behavior Problems	• Punishment often harsh, unreasonable, often physical. • Persistent, inflexible. • Punishment does not fit the crime. • Child behaves only due to fear, not because it's the right thing to do.	• Consequences are carried out and punishment is avoided. • Child learns from life's rules. • Natural consequences: What would naturally happen if this choice is made. • Logical consequences: What parent (or "the world") sets up to happen when responsibility is not carried out. • Parent is unyielding in carrying out consequence. • Child learns to take responsibility for own actions.	• Makes idle threats that can't or won't be carried out. • Bribery or blackmail. • Yields easily early with tantrums, whining, crying, nagging, sulking or to adolescent coercion and threats. • Few demands.

Parenting Styles: Outcomes in Children

Authoritarian	**Democratic**	**Permissive**
Low self-reliance	Self-reliant	Low self-reliance
Fearful, quiet, and shy	Self-disciplined	Least self controlled
OR	Cheerful, happy	Least independent
Aggressive; bully	Friendly, strong relationships	Aggressive
Rebellious; challenges authority	Copes well under stress	Disrespectful
Moody, unhappy, easily annoyed	Cooperative	Non-compliant to adults, teachers, police, employers
Vulnerable to the consequences of stress, such as ulcers, anxiety attacks, suicide	Stands up for rights	Domineering
Low self-esteem	Respectful	Impulsive
Distrusts own decisions	Makes own decisions (not as vulnerable to peer pressure)	Misguided and aimless
Passively hostile	Adaptable	Doesn't set goals
Sneaky: lies, cheats, connives to achieve and/or avoid detection	Planful; purposeful	Low self-esteem
Aimless or very driven	More tolerant of other ages, cultures, opinions	Least achieving
Has difficulty breaking from home	Achievement-oriented	Most likely to drop out or be unemployed
	Responsible	
	Confident	
	More willing to make mistakes	
	Will be able to make it on their own.	

The Guidance Triangle

When parents make decisions about how to guide children, there are many factors that influence their choices. The diagram below groups these influences into three categories.


Parent
A. Parenting Style
B. Personality
C. Parenting Knowledge
D. Values/Beliefs
E. Needs
F. Competencies
G. Parenting methods experienced as a child
Child
A. Level of Development
B. Personality
C. Needs
D. Behavior
Environment
A. Physical Surroundings: arrangement/type of home, toys, equipment
B. Media
C. Siblings
D. Other adults, children

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Ideas for Positive Guidance

1. Remind about rules in a positive way. Use "do's" instead of "don'ts."

2. Model acceptable behavior by demonstrating the kinds of behavior you want children to use.

3. Be encouraging. Focus on the positive. Be helpful and encourage children's trying new or acceptable behavior.

4. Change the environment to encourage acceptable behavior. Set regular routines, add materials, or remove those things that encourage negative behavior.

5. Remove the child from the situation for a time out. Allow time for tempers to cool down. Then talk with the child in positive terms about how he or she can behave in acceptable ways.

6. Offer acceptable choices whenever possible to allow the child to feel some control. Explain positive choices to negative behavior, such as positive ways to express negative emotions.

7. Express affection in positive, respectful ways to make children feel secure. Use hugs and humor where appropriate.

Affirmations for Positive Guidance

Part of guiding children in positive ways means affirming them and nurturing their self-esteem. Ideas for ways to affirm children are listed below.

Affirm the helpful things children do.
Children blossom when they are praised and appreciated.

Examples:
Thanks for cleaning the dishes.
That was a funny story you told.
Thanks for being patient.

Affirm the child's right to his or her feelings.
Children initially need adults to give them the permission and the vocabulary to express their feelings.

Examples:
It's okay to feel your feelings.
All of your feelings are important.
You can cry if you need to.
It's okay to feel sad . . . mad . . . glad . . . scared . . . etc.

Affirm the child's worth as a person.
Every child needs to know that he or she is loved and accepted for the person he or she is (and not just because of anything he or she does).

Examples:
I'm glad you are my child.
You are lovable and huggable.
You are a precious being.

Affirm the child's gifts and talents.

Examples:
You have good ideas.
You are a fast runner.
You are a good problem-solver.

Affirm the goodness of the child's intent.
This allows you to separate the child's intent from his or her behavior.

Example:
A child has just spattered tonight's dessert on the counter and walls. Instead of yelling or calling the child a slob, the parent responds by, "Bobby, I know you were trying to help when you put the instant pudding in the blender, but the top wasn't on. That's why we have a rule 'you can only use appliances with an adult'. You are a big help in the kitchen, but remember to ask first and get an adult to help you with the blender."

Affirm the child nonverbally.

Positive messages can be conveyed by a hug, a loving look, or simply by spending time with the child.

Affirm the child's physical beauty.
Children are terribly vulnerable to being wounded or shamed about their bodies.

Examples:
I like the way you look.
You have your own special beauty.
I like your freckles.
I like your voice.

Source: *Positive Self-talk for Children* by Douglas Bloch and Jon Merritt, Bantam Books. As reprinted in Family Information Services, Minneapolis, Minnesota, 1994.

Using Natural and Logical Consequences

Natural consequences allow the child to learn from the natural order of the world. The parent allows unpleasant, but natural, consequences to happen when the child does not act in a desirable way. For example, the child doesn't eat and later feels hungry.

Logical consequences are arranged by the parent. The consequences fit the misbehavior, hopefully teaching responsibility for that particular action. For example, a consequence of using put-downs with a sibling might result in the child having a "time out."

For each situation below, identify natural and logical consequences a parent might use. The first situation is done as an example.

Situation	Natural Consequence	Logical Consequence
Jenny leaves her bicycle in the driveway.	*1. Stolen* *2. Run over* *3. Rust—not look as nice*	*You have left you bike out for two nights. Now we will have to put it away for a week.*
Mike and Krisha leave their toys strewn all over their room.		
Tony goes beyond the agreed upon limit on his bicycle.		
Traci stays out beyond the agreed upon curfew.		
Sean throws his clothes all over the place, never getting them into the laundry area.		
Shawna never puts away her CDs. They can (or can't) be found all over the house.		
Johnny doesn't feed his dog or goldfish.		
Jake takes out a library book and looses it.		
You got a note from Denise's teacher that she is not getting in her schoolwork and is in danger of being held back.		
Joni keeps pestering her mother for a cookie and it's only a half hour until lunch. She continues to whine and argue.		

Rules About Rules

A rule is *"an established guide or regulation for action, conduct, method, or arrangement."* Every family has rules–some spoken, some unspoken.

Parents choose rules in many ways. They remember rules from their own childhood. They borrow rules learned by watching or asking others or by reading. They respond to behavior they do not like by making rules to change behaviors. They anticipate what safety, convenience, and growth-supporting boundaries will be needed and make rules ahead of time. Parents sometimes engage the child as an active participant in the rule making.

What qualities make a helpful rule? How can you tell if a rule is a good rule? Some criteria for a good rule might be . . .

- The rule must be appropriate to the current situation.
- The rule should protect the welfare of the most people possible, not be fair to one person and unfair to the other.
- The rule should be understood by everyone.
- The rules should be posted so everyone can see them.
- Parents are responsible to make the rules when the children are little. As the children grow they learn to help make the rules and help enforce the rules.
- Parents should enforce the rules fairly but kindly.
- It's okay for a person who has broken a rule to be uncomfortable, but the penalty for breaking rules should not be hurtful.
- Some rules should be negotiable, some non-negotiable.

Areas that might have non-negotiable rules:
Health
Safety
Legality
Ethics
Religion
Family Traditions
Parental Preference
Community Customs

Areas that might have negotiable rules:
Money
Grades
Convenience
Chores
Skill level
Maturity level
Social manners

Rules might be different in a family depending on the ages of the children.
Examples of rules for families with small children.

1. No hitting.
2. Put small toys away so babies can't get them.
3. No food outside the kitchen.
4. Say "please" and "thank you."
5. Brush teeth before bed.

Examples of rules for families with school-age children.

1. No put-downs.
2. Be responsible for yourself.
3. Listen to others.
4. Show respect to others.
5. If you take it out, put it back.
6. If it's dirty, clean it.

Source: Jean Illsley Clarke. Making Family Rules. *We: A Newsletter for People Who Care About Self-Esteem.* Minneapolis, Minnesota, Vol. 11, No. 5, October 1991.

Ten Suggestions for Setting Limits

1. Set reasonable limits. Limits are essential for children. A limited setting allows children to feel safe and cared for. (Toys are not for hitting).

2. Decide which limits are non-negotiable. Avoid power struggles (because I said so) by maintaining firm ground rules. Discipline will be challenged repeatedly when children feel it is just a question of power. (Bedtime is 7:30. If there is a special reason to stay up later, we will talk it over.)

3. Be clear and consistent. Limits should be constant and often reinforced, so children can rely on knowing what is expected of them. (You know you are to clean your room every Saturday before you go outside to play.)

4. Gear discipline to the situation at hand. Consequences for behavior should fit the situation in a logical way. (Since you came home late last night, you will stay home for two nights.)

5. Gear discipline to the child's developmental level. Parent's expectations must be realistic, and take into account the age, skills, and temperament of the child. (I am going to bring you over here away from that wall socket, so you can find something better to play with.)

6. Carry out discipline as calmly as possible. A matter-of-fact approach is much more powerful to children than a hysterical one. You may need to wait for awhile if you are upset or angry. (I will talk this over with you in 10 minutes. Right now, I am too angry, and I need time to calm down.)

7. Carry your own message. Don't discipline on behalf of someone else. You can't expect your child to be responsible if you are not. (Your father would do this if he were here.)

8. See that all family members obey family rules. A child needs to realize that everyone is working together and is accepting the same constraints. This includes parents as well, although their constraints may be different from the children's. (Your brother missed his turn washing dishes because of the basketball game. He is going to make up his turn on Saturday.)

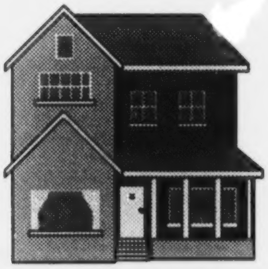
9. Let the child know when the issue is over. Discipline should be linked to only one misbehavior or issue, then dealt with and let go. (Go to your room for 10 minutes. After your time out, you can come back and have dessert with us.)

10. Don't hold a grudge. If the issue is still unresolved, take further steps. Be open about your feelings, but do not dwell on negative ones or seek to use them for revenge. (I was very angry when you broke my clock, but now that you are saving up to get it fixed, I feel much better about it.)

Source: Ingrid Chalufour and Marjorie Withers. *Like Parent, Like Child.* Augusta, Maine: Department of Educational and Cultural Services, Bureau of Vocational Education, Consumer and Home Economics Education.

This Home is a Human Sanctuary

In This House . . .



We give nonviolent consequences.

We encourage each other.

Each person is an individual.

Everyone is responsible for his or her own mess and success.

Everyone is allowed to feel good about her or his own body, and to have a safe "bubble" of space.

We talk openly about feelings and problems.

We don't hit or hurt ANYONE.

We don't put each other down or call each other names.

No one is unfavorably compared to someone else.

No one is 'rescued' from learning the important lessons of life (unless they are in danger of harming themselves or others).

No one is to be tricked, forced, or trapped into unwanted sexual touching.

Big problems are never a 'secret' to be swept under the rug.

Source: Unknown.

Consequences of Child Abuse

Abused children may suffer:

- Permanent physical damage
- Mental retardation
- Inability to trust, love others
- Lack of self-esteem
- Antisocial behavior
- Cycle of abusive behavior
- Violent behavior
- Death

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Twelve Alternatives to Striking a Child

When the big problems of everyday life being to pile up on parents to the point where they feel like lashing out at their children, they need to stop. The suggestions below are things parents can do to give themselves time to cool down. What other suggestions can you add to the list?

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale. Slowly, slowly.
3. Count to 10. Better yet, 20. Or say the alphabet aloud.
4. Phone a friend. A relative. Even the weather.
5. Punch a pillow. Or munch an apple. Knead some yeast bread.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups. Take a walk. Do aerobics.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite CD or turn on the radio.
12. Water your plants.

Source: *Life Skills, Curriculum*, Vocational Sex Equity. Michigan Department of Education.

A Child's Bill of Rights

A child has a right to

- Be wanted and planned for by the parents
- Be reared by loving parents who have parenting skills
- Be provided with a maximum prenatal growth environment
- Be provided with the proper nutrition from conception to adulthood
- Be provided maximum protection from preventable injuries
- Live in an uncrowded, peaceful, clean, secure home
- Have clean clothing, suitably adapted for the weather
- Receive warm, loving, patient, and skillful parental care
- Receive a large variety of learning experiences
- Be protected from abuse and neglect
- Receive adequate preventive and regular medical care
- Receive educational opportunities which maximize individual development
- Receive patient, skillful guidance

Adapted from *Family Living and Parenthood Education: A Competency-Based Approach, Level III.* Tennessee Department of Education and Shelby State Community College. Memphis, Tennessee.

Accessing Parenting Information and Support

Module Overview

Practical Problem: What should I do about providing a family/societal setting for parenting?

Competency 6.0.7: Access sources of parenting information, support, and assistance

Competency Builders:
6.0.7.1 Recognize needs for parenting information, support, and assistance
6.0.7.2 Identify components of an effective parenting support system
6.0.7.3 Identify sources of parenting information, support, and assistance to meet needs of parent(s) and child(ren)
6.0.7.4 Analyze factors affecting parenting information, support, and assistance
6.0.7.5 Develop criteria for evaluating parenting information, support, and assistance
6.0.7.6 Evaluate parenting information, support, and assistance available to parent(s) and child(ren)
6.0.7.7 Identify available child-care alternatives
6.0.7.8 Analyze factors affecting child-care decisions
6.0.7.9 Develop criteria for evaluating quality child-care services
6.0.7.10 Evaluate child-care services available to parents

Supporting Concepts:

1. Purpose of support systems
2. Resources available to parents
3. Accessing information
4. Quality child care

Teacher Background Information

Rationale

One of the true geniuses of our time, Norbert Wiener, confesses, "one has only one life to live, and there is not time enough in which to master the art of being a parent" (LeMasters & DeFrain, 1989). In our society, we seem to have a cultural anxiety about the rearing of children. Parents who are quite competent in their jobs and other areas of their lives often feel insecure and inadequate as parents.

There are two factors that explain why parents need help in understanding the parenting role and in carrying out parenting responsibilities: (1) the complex nature of the role itself; and (2) changing social factors. The nature of the role itself is overwhelming. Parents are asked to rear happy, healthy children in an incredibly complex environment. Our society puts this tremendous responsibility almost totally on the parent. In addition, we know that children are constantly changing, parents have little preparation for the role, there are physiological differences between parent and child, there are conflicting norms, there are high standards for child outcomes, and there are many experts, often with conflicting advice.

Parenting information comes from a variety of sources reflecting various theoretical orientations as well as cultural biases. While the preponderance of information is sometimes confusing, it also reflects the reality that there is more than one correct way to parent. Parents should seek a parenting philosophy that is comfortable for them and reflects their values and their life situation.

It is also important to realize that as adults we are always making new choices based on our life experiences. Parenting philosophies and techniques should be adapted as we change, our children change, and new information becomes available.

Social factors also contribute to the complexity of the parenting role. Families in the past lived primarily on farms and in rural settings. Although the life span was shorter than it is today, marriages occurred earlier and family size was large. Both men and women spent most of their adult life as active parents. Also families lived more settled lives; they worked together as economic producers, and children often followed in the occupational footsteps of their parents. There was less geographical mobility, relatives lived close by and served as additional role models for children and supports for parents. Parents had a clear sense of the lives they were preparing their children to lead as adults, and could present a solid core of values that were supported by the community at large. While life was not always easy for these families, most family members retained strong feelings of closeness, belonging, and interdependence (LeMasters & DeFrain, 1989).

Since that time the realities of family life have been seriously complicated by social change. Such realities as isolated nuclear families, the mobility of the society, marital instability, single parenthood, and cultural variability exist for many contemporary families. Parenting has moved from the context of wide family and community support to an individual family context. In addition, Americans are having smaller families; this tends to increase the intensity of the relationships among family members (LeMasters & DeFrain, 1989). Because of these changes in the family experience, responsible parenting today often means moving beyond one's family to identify a network of support.

The identification of a support system is an essential exercise for young families; a support system can make the job easier and parenting more successful. Social supports are conceived as those people, activities, organizations, and environmental resources that provide emotional, instrumental, and informational benefits to children and parents (Brooks, 1993). Children and adults have different roles and activities in life; nevertheless, these same categories of support are useful to both. However, what is found to be supportive may vary with age and stage of life, and one's support system may change as children grow.

While it would be comfortable to believe that all enjoy equal access to social support, research suggests that constraints to access exist. People who have education, employment, income, and congenial neighbors receive more support. The exact nature of one's social network seems to be related to cultural, ethnic, socioeconomic, and gender-related factors (Cochran, 1993).

Background

Most new parents are unprepared for the parenting role; they seek information from a variety of sources. This is influenced by their age, their educational level, their prior experience with young children, and the extent of their support network. The most common sources of information are their mothers, peers, pediatricians, parenting books, classes, and their own experience as a child. There is much information available to parents; the difficulty is finding quality information that is applicable to their situation. Most experts agree that one should be comfortable with the information they use and it should not be radically different from their current practice. Researchers generally agree that information given parents should emphasize the importance of the following:

- attentive, warm, stimulating caregiving
- parental involvement
- balancing parental control and demand for high standards with parental support, nurturance, and independence
- being a role model of kindness with others
- encouraging and respecting the child's feelings
- taking into account cultural and ethnic values

Parents should evaluate parenting information carefully. Self-help books, tapes, movies, and other materials are a big business in American society today. There is concern among professionals that marketing strategists are making exaggerated claims about the usefulness of the materials they are selling. Before selecting materials, parents should consider whether or not the materials are similar to their parenting values, appropriate for their life situation, appropriate for the age and maturity level of their child, appropriate for their cultural and religious beliefs, and up-to-date.

Social support is generally categorized as coming from one of two sources: inside the family or outside the family. Supports inside the family include supportive family members such as peers, grandparents, aunts, uncles, cousins, and in-laws. Relatives may provide child care, give advice, provide financial help, and are often available for emotional support (Brooks, 1994). For example, Tinsley & Parke (1984) identified a number of direct and indirect ways that grandparents serve as support for families. They are a direct influence when they serve as caregivers, playmates, family historians, mentors, and negotiators between parents and grandchildren. They provide support indirectly when they provide psychological and material resources to the parents, who then have more resources for parenting.

Family traditions that are celebrated within the family are also identified as providing support in the form of stability and predictability in family life as well as connecting generations (Wolin & Bennett, 1984; Coady et al., 1993). Coady (1993) suggests that development and maintaining traditions is one way that families of all types and from any background can enhance children's sense of well being. Traditions can also serve as built-in times together for busy families.

Accessing Parenting Information and Support

Supports inside the family are not always available or, in some cases, may not be appropriate or comfortable. Relatives can also add stress to the parenting role when their comments are negative and critical. In addition, there may be family strain resulting from other situations that make it difficult for new parents to ask their parents for help. They must then look to outside supports. Supports outside the family include friends, co-workers, as well as organizations like churches, community organizations, and the government. A variety of individuals may be available, not only to parents, but also to children. Such people as teachers, neighbors, community workers or volunteers, and physicians often play vital roles. Organizations, including the workplace, may provide parenting programs, support groups, and counseling. In addition, the workplace may provide extended parental leave, employer sponsored daycare, and flexible hours of employment. The community may also offer supports for parents in the form of instructional and athletic programs, after-school care, and summer day camp. In their study of resilient children who overcame the odds, Werner & Smith (1992) found that the church can provide important support for families when their faith makes sense for their lives. Coles (1990) suggests that many children receive a feeling that life is predictable and understandable from their religious beliefs. Churches also provide classes and support groups for parents.

Because two out of three mothers work outside the home, millions of American children spend part of their days being cared for by people other than their parents. For many parents, child care is a necessity, not an option. The availability of affordable, quality child care lags far behind the need. Especially difficult to find is care for infants and children with special needs. Finding care for children on days when they are sick continues to be a problem for many parents.

Several kinds of child care may be available when parents work; the choice the parent makes depends on a variety of factors including availability, cost, convenience, age of child, and factors related to parental values, religion, or ethnic background. Recent data indicate that 49 percent of preschool children are cared for by family members; 25 percent of school-age children are cared for at a relative's house after school; 28 percent of preschoolers whose mothers work go to child care centers; and 19 percent of those under five are cared for in family daycare. The remainder are cared for by baby-sitters and nannies (Mitchell & Gage, 1992). Folk & Yi (1994) report that the use of multiple caregivers is a common strategy used by families to manage work and family roles. They suggest that parents employ such solutions because of the limitations of available care and their employment schedules; this is one indication of the complexity of the child care problem for some parents.

The National Association for the Education of Young Children (NAEYC) has an accreditation program for child care centers that exceed the requirements of the best state regulatory systems. But accreditation is not mandatory, and it requires a great deal of work on the part of the staff. As a result only 2,000 of the 80,000 daycare centers nationally are accredited (Mitchell & Gage, 1992). A child care resource and referral agency may be available locally to help parents find and choose child care. Information can be obtained through the National Association of Child Care Resource and Referral Agencies at (507)287-2020. To obtain a list of accredited centers, contact NAEYC at (800)424-2460.

Family daycare providers can also be accredited; however, this process is also difficult enough to discourage active participation. There does seem to be a growing trend for home providers to pursue education and to view themselves as educators, not baby-sitters (Mitchell & Gage, 1992). In many communities child care resource and referral agencies register or approve qualified home providers.

Galinsky, reporting from a 1994 study by the Families and Work Institute, identified the following indicators of quality home care providers:

- committed to taking care of children;
- seek out opportunities to learn more about being a provider, have had training, and have higher levels of education;
- plan activities for children ahead of time;
- involved with other providers;
- follow local and state day-care regulations;
- care for slightly larger groups; and
- charge higher rates and follow standard business and safety practices.

According to most professionals, parents should make in-person visits to potential caregivers or centers and ask questions of those who will be caring for their child. Mitchell & Gage (1992) suggest the following general indicators of a quality setting:

- a clean and safe environment and appropriate equipment;
- a staff of warm and loving adults, properly trained to work with young children;
- small groups, so children get the individual attention they need to stay safe, feel comfortable, and have fun learning;
- low staff turnover for stability;
- a stable and trusting relationship between the parents and their children's caregiver.

Information about the status of Ohio's children and the Ohio child care situation can be located in the 1995 Children's Defense Fund Report, *Helping Families Work: A 1995-1996 Factbook.* This information is updated and published every three to four years.

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Learning Activities

1. Purpose of support systems

a. In small groups, list all the ways that the word support is used. Some examples are listed below. Share your responses with the class. Write a definition of the word support as it relates to support for parents. Create a bulletin board illustrating your class definition for support as it relates to parenthood. On the bulletin board, feature your responses to the phrase, "Support is like . . . because. . ." Possible responses might include, "Support is like a lifesaver because someone can throw it to you when you really need it." "Support is like a warm blanket because it can make you feel comfortable in a scary situation." "Support is like a spare tire because it is there when you need it."

(1) Financial support
(2) Child support
(3) A structural support for a building
(4) A supporting role
(5) A friend who supports others
(6) Giving support to a candidate for public office

b. Continuing in the same groups, identify experiences or situations in which people might need support. Share your responses with the class and compile a list of these experiences and situations on the chalkboard.

Discussion Questions
- *How often do people need support?*
- *How often do parents need support?*
- *Why did you select these situations or experiences as ones when support is needed?*
- *How do people get support in these situations or experiences?*

c. Using the list generated in the previous activity, adapt the information to create a new list of problems for which parents may seek outside assistance.

Discussion Questions
- *What would it be like if parents had no sources of support?*
- *What are the advantages of having a system of support?*
- *What are the disadvantages of not having a system of support?*

d. In your journal, respond to the question, "Is it okay to ask for help?"

Accessing Parenting Information and Support

CONTENT MODULE 7

2. Resources available to parents

a. **FHA/HERO:** Complete **Community Resources and Facilities** (p. 276). Collect and display pamphlets and brochures from as many sources as you can that explain services available for parenting families in the community. Include community resources that provide services in as many of the areas listed below as possible. Adopt an adult parent education or job training program and share your information with them in a creative presentation. Follow up to see which resources have been used and how helpful they were to the parents.

(1) Educational
(2) Recreational
(3) Financial
(4) Health and safety
(5) Legal
(6) Food
(7) Housing
(8) Employment
(9) Child care
(10) Counseling and mental health

Discussion Questions

- *Which of these community resources might be used by parents? Why?*
- *Were you surprised at the number of services that might be available to parents in your community? Why or why not?*
- *Do you think many parents in your community use these resources? Why or why not?*

> **Teacher Note:** Review the information on the **Community Resources and Facilities** (p. 276) handout and modify the services according to what is available in your community.

b. Complete **Parent Scavenger Hunt** (p. 277). Compile information you have gathered and make a complete list of all the local agencies that will address each situation.

c. Read **Toll-Free Numbers** (p. 278). Identify which numbers would be helpful to parents.

d. Complete **The Relationship Map** (p. 279). In small groups, design an ideal relationship map for a parent. Post your map in the classroom and compare it with those maps designed by other groups.

Discussion Questions

- *What aspects did all your ideal relationship maps have in common?*
- *Were you surprised to discover which relationships in your life demand most of your time, energy, and money? Why or why not?*
- *Which aspects of your ideal relationship map are likely to be most important to parents? Why?*
- *Could some people on a relationship map that is an otherwise supportive person be a negative parenting influence? Why or why not?*
- *In what ways have your supportive relationships been helpful to you? How might these relationships be helpful to parents?*

e. Complete **Relationships** (p. 280).

f. Complete **Supporting Relationships** (p. 281).

g. Use resources to develop a list of criteria for evaluating sources of parenting information, such as those listed below. Display these criteria on a poster in the classroom. Explain why evaluating factual information is important when making parenting choices.

(1) Is the source of information reputable?
(2) What are the credentials of the source of information?
(3) What are the values expressed by this source of information? How do those values compare with your own?
(4) Does the author or source of information have anything to gain by promoting this information?
(5) Is the information presented in a logical way and supported by reputable and extensive research?
(6) Does more than one reputable source support the same information?

h. **FHA/HERO:** Organize a field trip to a local library or invite a librarian to class to explain how the library can be a resource for parents and children. Check out and evaluate books, magazines, government information, videotapes, and other resources available about parenting.

i. **Action Project:** Choose an issue related to parenting and identify sources of factual information with regard to solving that issue. Collect examples of each of these sources that focus specifically on your chose issue. Using the criteria established in the above activity, evaluate whether each would be a reliable source of information with regard to this problem. Make a classroom display of the sources and include a chart showing whether each source meets each of the criteria.

j. In your journal, reflect on the questions, "How could a parent build on their personal support system?"

k. **Action Project:** Review a book of your choice that provides information for parents. Present your book review to the class, including the information below. Prepare a handout of particularly helpful parenting strategies or concepts from the book and share it with parents you know who might be interested in the information.

(1) Book title, author, and credentials of author
(2) Highlights of information important to parents
(3) Your opinion about this information and how it might be used by parents
(4) Whether or not you would recommend this book to parents

3. Accessing information

a. Read the following case studies and identify support systems in your community that could assist the parents in that situation. Make a list of possible skills parents in these situations might need to access these sources of support (such as information-seeking skills, communicating feelings and information, and listening skills).

(1) Mrs. Thomas has a pregnant teenage daughter and a seventh-grade son. No one in the family ever gets excited about anything. The son complains about headaches a lot and watches television constantly. The daughter has been very depressed since becoming pregnant. She talks about killing herself.
(2) Mr. Jones' family argues a lot. He and his two teenage sons never seem to agree. Sometimes the arguments become physically or verbally abusive. Once the arguments are over, they all live peacefully until the next problem arises. They all support each other if one of them has a problem outside the family.
(3) Rita takes care of her three grandchildren. Her grandson Jimmy is an eighth grader. Lately, he has been withdrawn. His grades have dropped, and money has been missing from his grandmother's purse. Rita feels that Jimmy may be using drugs.

Discussion Questions
- *What are the consequences of the family situations described above?*
- *What will happen if these families do not seek outside support?*
- *What influences whether these families will seek outside support?*

b. Read the following case studies and decide if you think the parents should seek outside help or if they should try to settle their problems themselves. If you think they need outside help, name the type of agency they should contact.

(1) Mrs. Smith, an alcoholic single mother, is raising her two sons who are four and seven. The seven-year-old is having trouble with his school work. The four-year-old cries every time his mother is out of his sight. This makes it difficult for Mrs. Smith to try to find work.

(2) Betty's son was shopping with his friends when they dared him to shoplift a candy bar. He did and was caught. Betty is extremely upset. Her son has been honest in the past.

(3) Antonio's youngest child, his daughter, was born with Down's syndrome. Antonio loves his daughter and attempts to teach her and play with her a great deal. Antonio is proud of both his daughter and her brother. The family doesn't have a lot of money, but they seem to be happy with what they have.

(4) Renata's son has cerebral palsy. The father of her child abandoned the family when her son was born. Renata resents the fact that her son requires so much care. If his older brother doesn't stay home from school to feed him, Renata often forgets, even though she is home most of the day. The older brother's grades have fallen because he misses so much school.

Discussion Questions

- *When should parents seek outside support?*
- *What are the consequences of not seeking adequate support?*
- *What influences whether parents seek outside support?*

c. In cooperative learning groups, make a list of reasons why people can't take advantage of the resources and support available to them. Consider different socioeconomic situations, home locations, lifestyles, stages of the family life cycle, and health. Share your list with the class. Read **Barriers to Seeking and Getting Support** (p. 282) and explain how these factors would affect the ability of parents to access support that they need.

Discussion Questions

- *Which barriers would be most difficult for parents to overcome? Why?*
- *What skills do parents need to overcome these barriers?*
- *What alternative actions can parents create considering all of these reasons and situational factors?*
- *If some people have difficulty accessing their support systems, what are the consequences for themselves, others, and the community?*

d. Select one of the situations from **Parent Scavenger Hunt** (p. 277) and role-play seeking assistance from the community resource appropriate for that situation. After the role-play, discuss the skills you used in communicating your needs and the skills you would need to arrange for services.

e. **FHA/HERO:** Invite a panel including a family counselor and several parents who have used family counseling services to class to discuss situations when it is important for parents to seek support outside the family, and the role of family counseling in supporting parents.

4. Quality child care

a. **FHA/HERO:** Read **Child Care Alternatives** (p. 283) and add any other types of child care that might be available to parents in your community that are not on the list. Survey parents in your community to determine types of child care used and reasons why child care is needed. Compile your findings and compare with national statistics on the use of child care.

Discussion Questions
- *Why is child care a need for so many parents?*
- *What types of child care are most frequently used?*
- *How is the use of child care similar to or different from the use of child care 25 years ago? What factors have influenced these trends?*
- *Why should parents be concerned about child care options?*
- *What are the consequences of quality child care options for parents? Children? Society?*

b. In cooperative learning groups, research and report about state and local laws regulating child care centers and home care providers in your community. Make posters depicting these regulations and guidelines. From your research, develop a list of criteria for determining the quality of child care options. Report your findings to the class and generate a combined list. Compare your list to **Parents' Checklist for Evaluating a Child Care Center** (p. 284), noting similarities and differences.

Teacher Note: Day care administrators, community child care referral services, Departments of Human Services, or OSU Extension specialists are possible resources for information for the previous activity.

c. **FHA/HERO:** Organize a field trip to one or more day care centers. Use the questions below to develop an observation guide for chapter members. Following the field trip, share findings from the observations. Discuss whether the centers you observed were typical of centers in your community and whether or not you would use these centers as a parent and why.

(1) What are the center's philosophy and goal?
(2) What are the center's facilities?
(3) What ages of children are offered care?
(4) What types of activities did you observe? Did the activities seem developmentally appropriate? Why or why not?
(5) Is the center well-organized? Posted schedules? Orderly activities?
(6) Do the children seem happy and content?
(7) What are the roles of the teachers in the center? What behaviors do you observe?

d. Using **Interviewing a Day-Care Provider** (p. 285), develop questions to ask a potential day-care provider. In pairs, conduct a mock interview with one person assuming the role of the parent and the other person the role of a potential provider.

e. In small groups, use the practical problem-solving process to determine which of the following day-care providers you would hire to care for children in your home. Share your decisions and justification with the class.

(1) A fifty-year-old woman who worked as a child care provider fifteen years ago. She has recently decided to return to work in child care after working as a clerk at a local gift shop. Her references are good, but none are related to her child care experience. She is somewhat reserved when she first meets your toddler. She arrived promptly for the interview and asked very intelligent questions.
(2) A thirty-two year old woman who has a young child in school. She has worked for two other families in the past five years with some experience as an office receptionist in between jobs as a child care provider. You have a good reference from one of the families and the other family has moved to another part of the country. She is warm and friendly when she meets your toddler. Unfortunately, however, she was thirty minutes late for the interview, explaining that she missed the first bus and had to take a later one.

Discussion Questions
- *What criteria did you use when deciding who would be the best provider?*
- *If you had an opportunity to interview the candidates again, what information would help you make a better decision?*
- *What are the consequences of your decision for you? The children? The provider?*

f. In small groups, create problem situations that might arise between child-care providers and parents. Write the situations on index cards. Shuffle the cards and choose one from the pile. Conduct a suggestion circle to get ideas about how to handle that situation. Decide which suggestion(s) you would be most likely to use. Following this exercise, use classroom resources to list suggestions for good relationships between parents and child-care providers.

Discussion Questions
- *How often do you think problems such as these might arise?*
- *What are the consequences if the problems go unresolved?*
- *Can the problems be prevented? Cite examples.*

g. Create a display of children's books that deal with children adjusting to day care situations. In pairs, select one of the books, identify the situation or age of child for which the book would be appropriate, and role-play reading the book to your partner as you would read the book to a child.

Discussion Questions
- *How might children feel when experiencing new child care situations?*
- *What problems might parents face when placing children in child care?*
- *What strategies could parents use to help them adjust to child care?*

h. **FHA/HERO:** Invite an agent from the local OSU Extension office to discuss latch-key children and the circumstances surrounding this special child care issue. Divide into listening teams and make posters about the information you have learned from the speaker about one of the following topics. Working as a chapter, design and distribute a pamphlet for the children of elementary and middle school parents that can be distributed with a school newsletter.

(1) Guidelines for parents to use when deciding if children can be at home alone
(2) Checklist for children staying home alone (including emergency procedures)
(3) Local statistics indicating the extent of this child care issue in your community

i. Imagine that you are a parent managing child care for your child. Choose one of the situations below and make a written plan for that situation. In pairs, trade your situations and assess your work.

(1) Develop a checklist of things for an eleven-year-old girl to do after school when she is home alone
(2) Create a schedule for an in-home provider who will care for a preschooler and an infant

(3) Develop a list of guidelines for a day-care provider caring for your three-year-old in the providers home. An infant, another preschooler, and two toddlers are also cared for by the provider.

j. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about sources of parenting information, support, and assistance. Add behaviors to your continuum that illustrate how parents can support the development of children related to these issues. Sample behaviors are listed below. Then list behaviors of parents that might constrain the development of children.

(1) Develop a good network of support that includes a variety of sources
(2) Seek outside support when needed
(3) Be aware of resources for parenting available in the community
(4) Select child care responsibly

k. Write a journal entry reflecting on what you have learned about child care. Use the questions below to guide your reflection.

(1) What problems do parents face with regard to providing child care for children?
(2) What child care options would you be most likely to use if you were a parent? Why?
(3) What skills do parents need in order to manage child care situations?

l. **Action Project:** Imagine that you are a parent seeking full-time child care for two children, ages four and ten-months. Explore possible options available to you. Visit and evaluate at least two child care centers in your community. Interview possible child care providers. Evaluate the options and explain how you would go about providing child care.

Accessing Parenting Information and Support

Assessment

Paper and Pencil

1. Write a paragraph explaining the need for parenting information, support, and assistance.
2. Identify at least three components of an effective parenting support system.
3. Identify at least five sources of parenting information, support, and assistance that would meet needs of parents and children.
4. Analyze at least three factors affecting parenting information, support, and assistance.
5. Develop at least three criteria for evaluating parenting information, support, and assistance.
6. Evaluate at least five sources of parenting information, support, and assistance available to parents and children using the criteria developed above.
7. Identify at least four child-care alternatives available in your community.
8. Given case studies, analyze factors affecting child-care decisions.
9. Given case studies, evaluate child-care services available to parents.

Classroom Experiences

1. Complete a chart illustrating possible organizations, support groups, services, and the necessary addresses or phone numbers for specific situations in which parents might need support.
2. In small groups, design an ideal relationship map for a parent. Post your map in the classroom.
3. Select a situation related to a parenting problem and role-play seeking assistance from a community resource appropriate for that situation.
4. In cooperative learning groups, research and report about state and local laws regulating child care centers and home care providers in your community. Make posters depicting these regulations and guidelines. From your research, develop a list of criteria for determining the quality of child care options.
5. In small groups, use the practical problem-solving process to determine which of the several imaginary candidates for day-care providers you would hire to care for children. Share your decisions and justification with the class.

6. In small groups, choose a problem situation that might arise between child-care providers and parents. Decide how your group would handle that situation.

7. Imagine that you are a parent managing child care for your child. Choose a situation and make a written plan for that situation. In pairs, trade your situations and assess your work.

Application to Real-life Settings

1. Choose an issue related to parenting and identify sources of factual information with regard to solving that issue. Collect examples of each of these sources that focus specifically on your chose issue. Using the criteria established in the above activity, evaluate whether each would be a reliable source of information with regard to this problem. Make a classroom display of the sources and include a chart showing whether each source meets each of the criteria.

2. Review a book of your choice that provides information for parents. Present your book review to the class. Prepare a handout of particularly helpful parenting strategies or concepts from the book and share it with parents you know who might be interested in the information.

3. Imagine that you are a parent seeking full-time child care for two children, ages four and ten-months. Explore possible options available to you. Visit and evaluate at least two child care centers in your community. Interview possible child care providers. Evaluate the options and explain how you would go about providing child care

Community Resources and Facilities

Some problems and needs of people are listed in the left-hand column below. Look over the list and match each problem or need with the correct sources of help. You may use the names of the agencies more than once.

Problems and Needs of the Family

_______ 1. Care of small children
_______ 2. Family recreation
_______ 3. Adult counseling
_______ 4. Family health service
_______ 5. Pregnant girls and women
_______ 6. Activities for youth
_______ 7. Decent place to live
_______ 9. Job training for young people
_______ 10. Young people in trouble with the law
_______ 11. Disagreements with landlords
_______ 12. General welfare
_______ 13. Care of the aged
_______ 14. Care for sick persons at home
_______ 15. Family planning
_______ 16. Free pap smear or breast examination
_______ 17. Problem with a purchase from a store
_______ 18. Mental illness problems
_______ 19. Job training for a retarded adult
_______ 20. Alcohol problem
_______ 21. Abuse of children
_______ 22. Information on contraceptives
_______ 23. Threat to commit suicide
_______ 24. Single motherhood
_______ 25. Terminal illness of a family member

Names of Agencies

a. Boy or Girl Scouts
b. GRADS program
c. Health department
d. Parents Anonymous
e. Day-care centers
f. YWCA or YMCA
g. Planned Parenthood
h. Sheltered workshop
i. Legal aid and defendant workshop
j. County human services department
k. Metropolitan Housing Authority
l. Nursing home
m. Area churches
n. Better Business Bureau
o. Parents and family
p. Alcoholics Anonymous
q. Mental health center
r. Area vocational training
s. Food pantry
t. Hospice

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Parent Scavenger Hunt

Using information you have gathered about resources for parents in your community, complete the chart below for each sample parenting problem given. Write possible organizations, support groups, services, and the necessary addresses or phone numbers in the appropriate columns.

Problem	Organization/ Agency	Support Person/Group	Service Provided	Address/ Phone
Child needs tonsils removed and parents do not have the money for surgery				
Preschool child needs immunizations				
Teenage girl in the family suspects she is pregnant				
Family of four does not have a decent place to live				
Family ran out of infant formula for three-month-old baby and have no money or food stamps				
Parents do not want any more children				
Second grade boy has outgrown his winter jacket and temperature is in the 20s				
Father has abused his two preschool children				
Mother does not allow father visitation rights with the children as the divorce decrees				
New baby was born with a birth defect				
Couple wants to adopt a child				
Mother got a job and needs child care for preschool and school age children				
Third grade daughter comes home from school crying every day and will not tell parents why				
Parents must decide where to send children to school				
Parent suspects child has swallowed poison				
Mother of triplets needs help during the day to care for their needs				

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Toll Free Numbers

State Agencies

Agriculture Economic Information Center	1-800-282-1955
Acquired Immune Deficiency Syndrome (AIDS) Hotline	1-800-342-2437
Attorney General Public Action Line	1-800-282-0515
Auditor of State	1-800-282-0370
Business Permit Center	1-800-248-4040
Consumer's Counsel	1-800-282-9448
Economic and Community Development	1-800-282-1085
Energy Saver Hot Line	1-800-247-3940
Environmental Protection Agency	1-800-282-0270
Food Stamp Hot Line	1-800-282-1190
Home Energy Assistance Program	1-800-282-0880
Insurance Hot Line	1-800-282-4658
Just say NO: Stopping Drug Abuse Before It Starts	1-800-258-2766
Legislative Information	1-800-282-0253
Narcotics Anonymous	1-800-451-3000
Nursing Home Ombudsman Program	1-800-282-1206
Ohio Displaced Homemaker Network	1-800-628-7722
Ohio Energy Credit Program	1-800-282-4310
Occupational Safety and Health Association (OSHA)	1-800-282-1425
Parents Anonymous	1-800-421-0353
Public Utilities	1-800-282-0198
Public Welfare	1-800-282-1190
State Income Tax	1-800-282-1780
Taxation	1-800-282-5393
Women's Information Center	1-800-282-3040
Worker's Compensation	1-800-282-9536

Federal Agencies

Auto Safety Research Center	1-800-424-9393
Conservation and Renewable Energy	1-800-523-2929
Inquiry and Referral Service, Consumer Product Safety Commission	1-800-638-2772
Housing Discrimination	1-800-424-8590
Interstate Commerce Commission	1-800-221-1014
Internal Revenue Service (IRS) Northern Ohio	1-800-424-1040
Internal Revenue Service (IRS) Southern Ohio	1-800-424-1040
National Council on Child Abuse and Family Violence	1-800-222-2000
Occupational Safety and Health Association (OSHA)	1-800-582-1708
Runaway Hotline	1-800-448-4663

Other

Lawyer Referral	1-800-282-6500
National Child Abuse	1-800-422-4453
National Health Information	1-800-336-4797

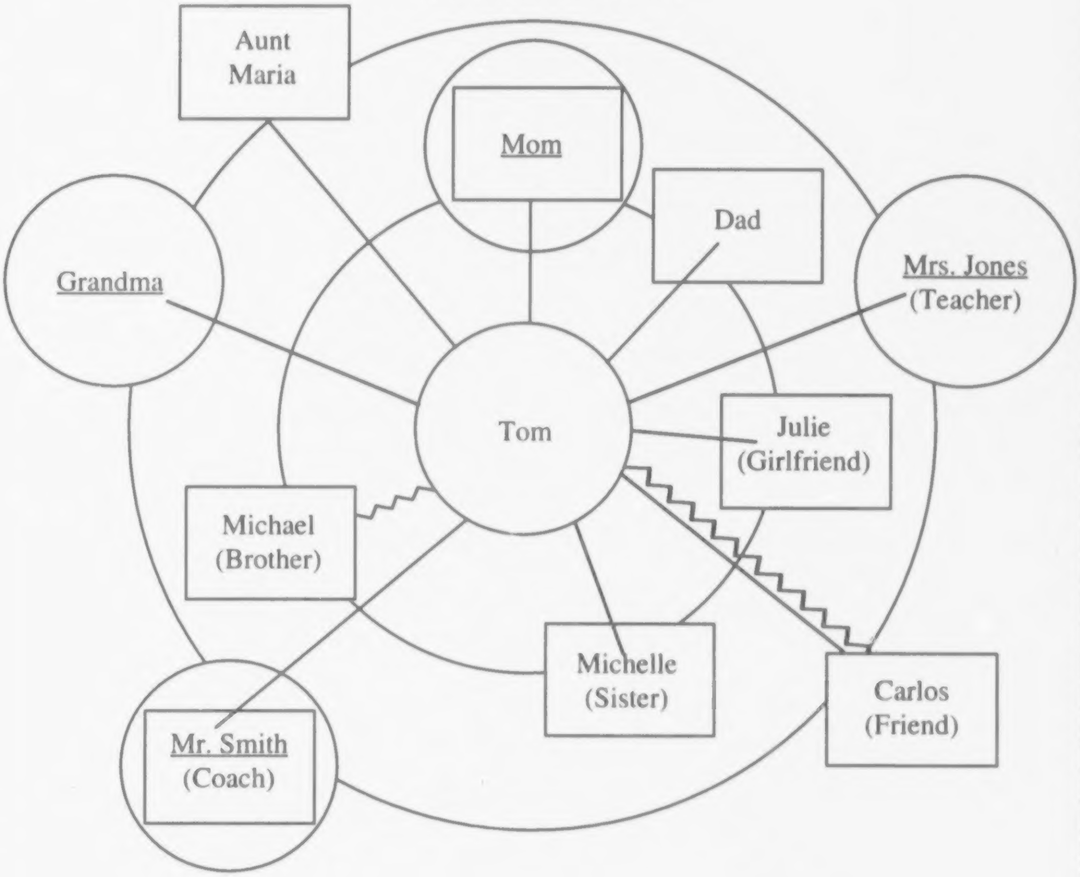
The Relationship Map

Place your name in the center circle. Along the next circle, place the names of those people who are close to you. Along the outer circle, place the names of those people that you come in contact with each day with whom you have relationships.

Imagine that you are a parent. Identify those relationships that would help or hinder your being a good parent.

1. Draw a line to each of those relationships that are supportive.
2. Draw a box around the names of those relationships that demand time, money, energy, etc.
3. Draw a circle around the names of those relationships that are helpful.
4. Underline the names of those people who could provide useful information.
5. Draw a zigzag line to those relationships which might be a negative influence and prevent you from being a good parent.

Sample Relationship Map


Aunt Maria
Mom
Dad
Grandma
Mrs. Jones (Teacher)
Tom
Julie (Girlfriend)
Michael (Brother)
Michelle (Sister)
Carlos (Friend)
Mr. Smith (Coach)

Relationships

Read the case studies and explain how the parents are or could be affected by their relationships. Answer the questions after each case study.

Susan's Advisors

Susan, a secretary in an office pool gets lots of advice about how to discipline her son. "Boy, if that were my child I would . . ." is what Susan hears constantly. No two people seem to agree on the best policy, and Susan is not sure she agrees with much of the advice. It is very confusing and Susan doesn't know what she should do.

1. How are Susan's coworkers influencing her guidance decisions?

2. What do you think Susan should do?

Grandmother

Andrea's mother and her husband's mother provide a lot of help and advice. They each reared children of their own and have a lot of wisdom to share. They are helpful as baby sitters and, Andrea's children thoroughly enjoy the new experiences and the love the grandparents provide. However, there are times when the grandparents do not agree about discipline and they sometimes disagree with Andrea and her husband about how to discipline children.

1. How are these grandparents helpful and supportive?

2. How are they unhelpful?

3. What other ways can relatives be helpful to parents?

Let's Find Out

Helen, a teenage mother in high school, went to her teacher for advice about her child who had cried all night. Helen was afraid she was doing something wrong. Helen's teacher helped her check the baby's symptoms to find out what was wrong and decide whether to call the doctor.

1. How did Helen's relationship with the teacher help her as a parent?

2. What are other examples of relationships that help provide information and support?

Helpful Friends

Sean's friends have just left after spending the morning cleaning his apartment and caring for his two children while he visited his mother in the hospital. Sean is a single father and feels he couldn't make it without the help and support of his friends.

1. How could friends be a positive influence on parents?

2. How could friends of a parent be a positive influence on children?

3. In what situations could friends be unhelpful?

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Supporting Relationships

Individuals and groups outside the family can affect how parents fulfill their role. Parents can receive support, help, affection, information, etc., from friends, relatives, coworkers, community groups, and others with whom they come in contact. On the other hand, sometimes such persons or groups may demand time or attention that should go to the family and children. Also, these persons can give misinformation or be a negative influence.

Beside the name of each person or group below, write an example of how parents could be affected either positively or negatively.

Person/Group	Positive Influence	Negative Influence
1. Grandparents		
2. Relatives		
3. Coworkers		
4. Friends		
5. Department of Human Services		
6. Doctor		
7. Teacher		
8. Neighbor		
9. PTA/PTO		

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Barriers to Seeking and Getting Support

Isolation

I am alone and I am the only one that has felt like this.
No one else has ever experienced what I am experiencing.
There isn't anyone to help me.
My problems are different from those of others.
You are weak if you ask for help

Denial

This problem will go away.
There really isn't any problem at all.

Extreme Sense of Responsibility

I should be able to handle this on my own.
I don't want to force my problems onto other people.
I don't want to burden others with my problems.
No one else can solve this but me.

Belief That Others Don't Want to Help

Others don't want to hear about my problems. They have enough of their own.
Others don't really want to know, or they would ask me more.
Others don't want to be bothered. They don't really care.
I don't want to infringe on other people's lives.
Others get too upset when they hear about my problem
They can't deal with my problems.
Others don't know enough to help, so I don't trust them.

Need To Be a "Perfect" Person

I should be able to handle my own problems.
No one else is as good at solving my problems as I am.

Lack of Energy or Strength to Seek Help

It's too complicated to find and use a support system.
It's easier just to do everything myself.
I'm too tired to bother. I'll just let it go.
It takes so much energy to explain my situation to others.

Child Care Alternatives

There are many different types of child care designed to meet a wide range of needs among families.

Child Care Centers: Provide part-time and full-time care from infancy to kindergarten. Typical hours are from 6:00 a.m. to 6:00 p.m.

Church-Sponsored Centers: Offer both part-time and full-time child care and early childhood education programs. Usually housed in church facilities.

Employer-Sponsored Centers: Child care provided for children of employees at work site for minimal cost to parents.

Home Care Providers: Children cared for in the provider's home.

In-Home Child Care: Provider comes to the parents home to care for children.

Preschool Programs: Early childhood education programs for three- and four-year olds. Usually parttime.

Parent Cooperative Schools: Organized by groups of families to provide a high-quality, early childhood educational experience. Parents are expected to contribute time to the operation of the facility.

Project Head Start: First organized in 1965 under joint sponsorship of the federal government and local agencies during the Johnson administration. Provides educational, medical, and nutritional assistance.

Home Start: Federally funded program directly involving parents in the educational development of their children.

Parents' Checklist for Evaluating a Child Care Center

Rating 3 = High 2 = Medium 1 = Low

Emotional and Social Climate

3 2 1 Children appear happy and content.
3 2 1 Caregivers seem pleasant and calm.

Caregivers' Attention to Children

3 2 1 Groups have at least two staff members present at a time.
3 2 1 Infants have a staff/child ratio of 1:4.
3 2 1 Toddlers have a staff/child ratio of 1:6.
3 2 1 Preschoolers have a staff/child ratio of 1:9.
3 2 1 Experience of teachers and aides.
3 2 1 Education of teachers and aides.
3 2 1 General attitude of caregivers toward children.

Program of Children's Activities

3 2 1 Planned activities for week are posted.
3 2 1 Total program fits children's needs.
3 2 1 Motor skills activities are encouraged.
3 2 1 Social development needs are met.
3 2 1 Affection and nurturing needs are met.
3 2 1 Intellectual learning is stimulated.
3 2 1 Language expression is encouraged.
3 2 1 Pre-reading activities are encouraged.
3 2 1 Creative activities are encouraged.
3 2 1 Musical activities are encouraged.

Safety of Children and Caregivers

3 2 1 Rooms are tidy without potential safety hazards.
3 2 1 Children are always supervised by caregivers.
3 2 1 Children's belongings have a specific space.
3 2 1 Fire exits are unobstructed.
3 2 1 Emergency routines are posted.
3 2 1 Emergency numbers are posted by telephones.
3 2 1 A feeling of security exists in building.
3 2 1 A feeling of security exists on play yard.
3 2 1 Strangers cannot enter unchecked.
3 2 1 Transportation is well organized for safety.

Health of Children and Caregivers

3 2 1 Children appear healthy.
3 2 1 Children are required to have all immunizations.
3 2 1 Arrangements are made for a sick child.
3 2 1 Caregivers wash hands after diapering and wiping noses.
3 2 1 Playrooms and bathrooms are clean and sanitary.
3 2 1 Sanitation procedures are followed for food handling and service.
3 2 1 Meals and snacks are nutritious.
3 2 1 Caregivers appear healthy.

Administration

3 2 1 Friendly.
3 2 1 Organized.
3 2 1 Reputation of honesty and integrity.
3 2 1 Up-to-date accreditation certificate.
3 2 1 Up-to-date state licensing certificate.

Parental Involvement

3 2 1 Parents are permitted to visit at anytime without advance notice.
3 2 1 Parents are encouraged to talk with staff members.
3 2 1 Parents are encouraged to talk with other parents.
3 2 1 Activities are planned for parents.

Source: Verna Hildebrand. *Parenting Rewards and Responsibilities*. New York: Glencoe/McGraw-Hill, 1994.

Interviewing a Day-Care Provider

Interviewing a potential provider is an important step in managing quality child care options as a parent. The ideas below can help in conducting an interivew.

1. **Question applicant's background.**
   - Previous child-care experience (including number and ages of children cared for on each job), dates of employment, reasons for termination
   - Other jobs, length of employment, reasons for termination
   - Family and other current responsibilities
   - If day-care mother, does she appear to be organized and able to respond to the needs of several children?
   - Question current health
2. **Describe specific responsibilities involved.**
   - Hours of child care
   - Activities with child, such as bathing, taking walks, feed lunch
   - Housekeeping duties (if in-home care)
   - Care of your child in relation to other children (how many other children will be there throughout the day, ages of those children)
3. **Review daily schedule to facilitate communications between caretaker, parents, and children.**
   - Transportation
   - Time to be spent with your child, in housekeeping duties, and with other children
4. **Review special issues of childrearing.**
   - Discipline techniques
   - Daily activities
   - Nutrition
   - Television watching
   - Naps
   - Play activities
5. **Discuss salary and leave policies.**
   - Salary, social security, and other benefits
   - Paid vacations, sick leave
   - Provision of back-up child care

6. **Observe home and discuss equipment needs (for in-home provider).**
   - Is home neat, organized, safe?
   - Who provides baby equipment, food, diapers, toys?
   - Where will you child sleep?
   - Is family living area separate from day-care play area?
   - Are toys and equipment appropriate to children's ages?

7. **Observe provider with children.**
   - Include children in all or part of interview
   - Watch how provider greets and interacts with children
8. **Review special instructions.**
   - Medications, emergency plans, emergency phone numbers
   - Special schedules, rules of the house, e.g., if nonsmoker, family pets
   - Special nutritional, religious requirements
   - Someone to rely on for emergencies
9. **Ask for references.**
   - Child care experience references
   - Other work experience references

Sharing Nurturing Between Families and Society

CONTENT MODULE 8

Module Overview

Practical Problem: What should I do about providing a family/societal setting for parenting?

Competency **6.0.8:** Plan ways that families and society can share in nurturing children and adolescents

Competency Builders:

6.0.8.1 Analyze interdependent relationship between families and society in sharing responsibility for children's needs
6.0.8.2 Plan ways that parents can support children in school success
6.0.8.3 Analyze how public and private policies influence parenting
6.0.8.4 Analyze moral and ethical social issues concerning children and parents
6.0.8.5 Develop strategies to effect change in society for the benefit of families and children
6.0.8.6 Identify career opportunities involving care and nurturing of families and children

Supporting Concepts:

1. Relationship between family and society
2. Supporting school success
3. Moral/ethical issues and policies affecting children, parents, and society
4. Career opportunities

Teacher Background Information

Rationale

The relationship between the family and the larger society has undergone considerable change over the course of history. Nineteenth century families shared family values with their communities and experienced support from the community with regard to family matters. There also seemed to be community concern for the welfare of families, especially a shared feeling of responsibility for children.

Gradually responding to changing employment and living conditions, the relationship between families and communities changed. Families became more isolated and emotionally began to pull away from the support of the larger community. In fact, families began to see themselves as havens or refuges from the "rat race" of the larger society (Demos, 1986). Today families are again experiencing social change that is having a profound effect on their family life. Families are experiencing the effects of increased participation of women in the workforce, marital instability, poverty, stress, and violence. Further complicating matters, the extended family and other sources of social support are often unavailable. There is an urgent need among families to reestablish strong support from the larger society, and some frustration that the government and the workplace are slow to respond.

Parents raise children in a social context that can hinder or help them as they strive to achieve their family and child-rearing goals. This necessitates some dependence on institutions, such as the schools, the local community, the church, social service agencies, and the government. The policies of these institutions directly and indirectly affect the families that are dependent upon their services. Often policy decisions by these institutions have an impact on family life. For example, changes in welfare policies, medical care, or support for child care all have potential consequences for families. The ability of these institutions to respond to family needs is, however, complex.

Effective parenting lends stability to the overall social structure. Societies depend on parents to socialize children so that they grow up having internalized the accepted values and practices of the society and are motivated to contribute to productive work. Societies also depend on parents to provide essential nurturance and care for one another. If one considers the costs when parents cannot provide these functions, as when children are placed into foster care, it is painfully clear how expensive it is to try to replace basic parenting functions. Therefore, a healthy interdependency between the family and the larger society would not only help parents with their considerable responsibilities, but would also stabilize the family unit in society. A strong pro-family policy is essential to respond to the needs of contemporary families.

Background

Family policy can be defined as the "procedures, regulations, attitudes, and goals of government that affect families" (Strong & DeVault, 1993, p. 256). Parenting is directly and indirectly affected by family policy, both public and private. One's ability to provide a healthy environment for child rearing is determined by the circumstances of the social context in which one lives. Directly, one's success in parenting is influenced by the availability of prenatal care and parenting education programs, the ability to handle multiple roles, and the quality of child care. Indirectly, parenting is influenced by the flexibility of the workplace, financial stability, the ability to meet basic needs, availability of health care and child care, and the overall social support given to parents (Brooks, 1994).

Since the late 1970s, there has been an increased interest in developing systematic, family-oriented legislation for several reasons: (1) there has been a major increase in female-headed families; (2) women, especially mothers, have entered the work force in unprecedented numbers; (3) problems confronting families, ranging from poverty to abuse, hopelessness to inadequate child care, are viewed as social rather than individual problems; and (4) the "family" has become an ideological battlefield for liberals and conservatives.

Changes in laws and policies can have a strong impact on parents. Concern about the increasing number of single-female headed families who are in poverty has led to the exploration of a number of policy issues, one of which is child support. Although the lack of child support is not the only factor that brings single, female-headed households into poverty, it appears to be a substantial factor (Teachman, 1991). Recent changes in federal legislation have strengthened the ability of states to intervene in the collection of child support payments. States have begun taking stronger measures to recover payments, and to make public the names of those who are delinquent in their payments. New policies are being considered that would increase the father's motivation to make payments, perhaps by providing some tax incentive, or by working harder to help couples negotiate a voluntary support arrangement that might be easier to enforce and with which the partners are more likely to comply.

Other laws, policies, and programs such as the family leave policy, social security and Medicare policies, welfare programs including WIC, ADC, food stamps, and subsidized housing, influence the ability of parents to provide for the basic needs of children. Each of these policies, while offering some type of support to families, has eligibility features, limitations, and constraints that effect which families will take advantage of them. What is more, each policy can be evaluated for its costs and benefits to parents as well as to the larger society. The current debate about welfare reform suggests that the objectives of many of these policies may not be fully realized, and that unintended negative consequences of some of the programs and policies make it impossible for some families to escape from poverty. Others argue that it is larger economic conditions, especially the growth or decline in the job market and the kinds of jobs that are available within a community, rather than specific government-sponsored family policies and programs that influence the growth of poverty for children and parents (Aldous & Dumon, 1991).

Most professionals working with families feel that family policy in our country must be strengthened and coordinated. Zigler & Lang (1991) emphasize that government supports are not available for U.S. families as they are in most other industrialized countries. For example, federal funds support early childhood education for low-income children through Head Start programs, yet only a small percentage of children are economically eligible. According to Fine (1992) critical needs for improving family life in the United States in the next decade include:

- Employment conditions. Changes that permit working parents to spend more time with their children are desirable. Particularly desirable are policies that allow and encourage flexible working hours and family leave for caretaking. Employers should also be encouraged to offer some provision for child care either on-site or in the form of child care vouchers.
- Economic support. Public assistance can be of some benefit in helping to improve the well-being of children and their parents. The areas of child care and health care are those most in need of increased support. Another widely advocated economic support policy is to more stringently enforce child support collections for non custodial parents (Aldous & Dumon, 1991).
- Community initiatives. Community programs may help reduce the dependence on governmental solutions to family problems. Epstein (1988) suggests that it is important to strengthen community-family ties. The notion of empowerment may be of value in achieving this objective. In this context, the ideology of empowerment suggests that families and communities have untapped strengths and resources that can be further developed with some government "pump-priming". There are excellent examples of empowerment programs currently in existence. They include community crime watch groups, child care cooperatives, and home improvement cooperatives.

CONTENT MODULE 8

Sharing Nurturing Between Families and Society

Parents are not simply influenced by the legislative process of laws, policies, and programs. As voters and tax payers, they can influence the direction of this process. One person, with clear goals for change, can often gather community resources to support their cause (Brooks, 1994; Quoss, 1992). There are many examples within local communities of parents joining together to persuade employers, school boards, and community leaders to initiate change that benefits parents and children.

Public policy is directly affected by the input of individuals within their neighborhoods. Currently, there is considerable interest from government agencies and other funding bodies to empower neighborhood groups to help solve their local problems. In addition, each individual has the power to influence change through their vote and their involvement. All citizens should be aware that they are the foundation of the future of their communities. They should become informed and involved in the formation of public policy.

Parents are not only influenced by laws, policies, and programs of their own state or nation, but by societal issues as well. These ethical and moral issues surface during particular periods of history to influence parents in their role. In our time, ethical issues such as abortion, care of the elderly, school desegregation and busing, and the control of toxic wastes and environmental pollution are examples of issues that influence family decision making and can directly affect families.

One way that individuals can have a larger impact on the well-being of parents and families is to choose a career related to children and parenting. Opportunities for careers involving the care and nurturing of families and children are increasing. As programs are developed in the areas of health care, social welfare, education, and the workplace, new opportunities will be available for those trained in basic human and family development. A careful review of the proposed areas above suggests possible career outlets. Specialized training and/or licensure may be required in some of the areas, such as education. The field of special education, especially early intervention with young children, has been rapidly increasing as a result of mandates presented in recent legislation.

As child and family areas become more regulated, enforcement and licensing specialists will be needed. In addition, the work of family and child advocacy is only beginning; there are interesting career positions in the advocacy field. It is also important to recognize that our population is aging. Careers in the field of gerontology are expanding.

"Good parenting and well-brought-up children are more than a joy to their families; they are a foundation of proud and successful communities. Therefore, parents have a moral responsibility to the community to invest themselves in the proper upbringing of their children, and communities have a similar responsibility to enable parents to so dedicate themselves" (Etzioni, 1993, p. 52).

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Learning Activities

1. Relationship between family and society

a. Post a sign or design a bulletin board in the classroom that features the African proverb, "It takes a whole village to raise a child." Read the children's book, *It Takes a Village* by Jane Cohen-Fletcher (Scholastic, 1994). Explain the theme of the book and what it means for today's parents, families, and children.

b. Write a paragraph responding to the statement, "As the family goes, so goes society." In your paragraph, explain whether you believe that statement to be true or false. In pairs, share your paragraphs. Identify the consequences of the truth of this statement for families and society.

c. In small groups, list social issues that have had a negative impact on the family, such as those listed below. Circle those that would not have been on the list 20 years ago. Share your list with the class. Explain how social changes have had an impact on the needs and responsibilities of family members.

(1) Poverty
(2) Pollution
(3) Substance abuse
(4) Domestic violence
(5) Crime

Discussion Questions

- *What does the relationship between families and society mean for parents?*
- *What factors affect the well-being of families and a parent's ability to raise his or her child?*
- *What can a person do about affecting change in society for the benefit of families and children?*

d. Read **Parents in Their Environment** (p. 300). In four cooperative groups, choose one of the systems that affect parents and their children. Make a poster presentation to the class about that system and lead a discussion on ways that system affects families.

e. Read the case study below and explain how Marcia's community activities might affect her role as a parent.

(1) Marcia is a parent of two children, ages 7 and 10. She works part-time and is very involved in community projects. She serves on several committees to raise money for projects and programs at her children's school. In addition, she is in charge of a city-wide committee to promote peaceful conflict

resolution among community members. The community work is in itself a part-time job, so Marcia has a full schedule of evening meetings, usually two nights each week. Usually the children are cared for by their father, but sometimes Marcia uses a babysitter.

Discussion Questions

- *What are the positive consequences of Marcia's actions for her children? For society?*
- *What are the negative consequences of Marcia's actions?*
- *Will Marcia's actions help her as a parent? Why or why not?*
- *Are Marcia's actions morally defensible? Why or why not?*

f. In your journal, write a response to the questions below.

(1) What societal factors have affected your family life?
(2) How do families (your own or others you know), have an impact on the wider society?

2. Supporting school success

a. Write the examples of ways that parents can exhibit the value of education listed below on index cards. In small groups, choose an index card and create a role play that depicts a parent in this way with a child. Summarize these examples on a bulletin board entitled, "Promoting the Importance of Education to Children: A Parent's Role."

(1) Express positive expectations for school
(2) Create a partnership between parent and teacher
(3) Model the importance of learning
(4) Teach socially acceptable behaviors in restrictive settings (such as church, school, bus, etc.)
(5) Appreciate child's efforts at school
(6) Communicate relevant issues within the home to teachers
(7) Set up a morning school-day routine
(8) Plan enriching social outings
(9) Regulate appropriateness of television programs
(10) Organize routine study times for homework or reading
(11) Play games that enrich the mind
(12) Become involved in school activities for parents

Discussion Questions

- *Why should parents be concerned about their child's attitudes and values toward education?*

- *What are some ways parents can express the value of learning to children in each of the examples listed?*
- *What does a parent need to believe before being able to exhibit the importance of education and learning to his or her child?*

b. In small groups, create a case study about a barrier parents might face with regard to becoming involved in their children's education. Examples of barriers are listed below. Write your case study on an index card. Collect and shuffle the case studies. Choose one and hold a suggestion circle to determine possible ways to handle that situation. Continue to select cards and hold suggestion circles for all the case studies. Compile a list of suggestions for parents to use in overcoming barriers to involvement in their children's education.

(1) Parental barriers: Being intimidated by school, perhaps because the parent felt unsuccessful in school or lacking confidence in dealing with teachers and school administrators
(2) Communication barriers: Conflicting schedules between parents' work and times that school is open or teachers can be reached
(3) School barriers: Providing few opportunities for parents to visit or conference with teachers or making parents feel unwelcome in the school building

c. **FHA/HERO:** Invite a panel of parents and teachers to class that represent involvement in the education of children at a variety of age levels. Develop questions to ask the panel regarding ways that parents can become involved in the school setting and strategies parents and teachers can use to develop good communication.

Discussion Questions
- *Why is it important for parents to get involved in their child's schooling?*
- *Why is it important for a child's parent and teacher to communicate and support one another?*

d. Imagine that you are a parent of a school-aged child. Write an essay that describes an interaction between you and your child depicting your influence and support of your child's learning. Specifically describe the child, the situation, the surroundings, the conversation, the emotions involved, and/or other people involved in the scene.

e. In your journal, reflect on the questions below.

(1) In what ways did a parent or guardian influence your own attitudes toward learning?
(2) When you become a parent, how will you support your child's education?

f. **FHA/HERO:** Sponsor a workshop for parents in your community focusing on helping children do well in school. Invite speakers to talk with the parents. Hold an information fair and invite book companies, community services, PTAs, and other organizations affiliated with education. Organize child care so that parents can attend.

g. **Action Project:** Develop a display for parents that describes strategies for helping a child do well in school. Display at churches, day-care centers, grocery stores, children's shops, or other community facilities.

h. **Action Project:** Research developments in educating children with one of the following types of special needs. Report your findings to the class, highlighting how parents of children with special needs should be involved in helping their child get appropriate educational experiences.

(1) Children with physical disabilities
(2) Children with learning disabilities
(3) Gifted children
(4) Children with mental disabilities

3. Moral/ethical issues and policies affecting children, parents, and society

a. View the transparency **Forming Our World** (p. 301). In small groups, complete **Forming Our World Discussion Guide** (p. 302). Share your responses with the class and discuss ways that individuals and their beliefs, values, and actions influence their families and ways that families, collectively, affect the conditions in our world..

b. Bring in news or magazine articles or reports from documentaries or news shows on television about issues that affect parents and children, such as those listed below. Share articles with the class. In cooperative learning groups, select one of the issues and research specific laws and public policies related to the issue. Explain how the policies or laws related to this issue affect families and society. Analyze whether or not you think the policies and laws are good ones and whether or not you would try to change them. Present your findings to the class.

(1) Divorce and child custody
(2) Family violence
(3) Health care reform
(4) Affirmative Action
(5) Adoption (including adoption of children from a foreign country)
(6) Food safety
(7) Public assistance for families
(8) Welfare reform

Discussion Questions

- *What is the impact of these issues on families? Parents?*
- *Are these policies morally defensible?*
- *Do these policies represent the best interests of the family? Parents? The wider society?*
- *What does a person need to believe about the government's ability to provide the best policies for families and children?*
- *What can an individual or group do to help ensure that policy making in the future will support families, including parents and children?*
- *Why do you think each of the pieces of legislation you studied came about?*
- *Why should you be aware of legislation affecting families?*

Teacher Note: Resources for the activity above can be obtained from your local Legal Aid Society, Bar Association, League of Women Voters, or offices of state or federal legislators. Librarians can also be helpful in identifying resources in the school or community library.

c. **FHA/HERO:** Invite a legislator, lobbyist, or community activist to class to explain the process of creating and changing legislation, and ways that constituents can have an impact on that process. Following the presentation, choose one or more of the activities below.

(1) Design a visual representation of the steps in creating legislation and making laws
(2) Take a field trip to the State Legislature to meet with representatives and hear their views on issues related to parenting
(3) Take a field trip to observe a trial in session that involves an issue related to parents
(4) Create a display on the legislative process involving a family issue
(5) Develop a directory of current legislators and other elected officials from your area

Discussion Questions

- *Why is it important to be aware of how you as an individual can impact the legislative process?*
- *What is the most important thing your chapter learned about the legislative process?*
- *Are legislators interested in your views as a future voter? Why or why not?*

d. Draft a letter to a legislator concerning your views on proposed legislation affecting parents and children. In pairs, share letters and provide constructive feedback about writing a final draft. Send the letters and share any response you get from legislators.

e. **Action Project:** Call a legislation hotline and determine the status of legislation on an issue related to parents and children. Write your legislator about the proposed bill. Keep a record of the response you get from your legislator.

f. **Action Project:** Write a referenced report on an issue affecting parents and children. Explore public policies related to the issue. Present your findings to a group you wish to influence such as a parents' meeting, a church group, a school assembly, or an FHA/HERO event. Plan to take action on the issue by presenting appropriate changes in policy at a local meeting such as a school board, city council, or commission meeting.

4. Career opportunities

a. Compile a classroom list of careers that are related to caring for children or providing support for parents. Compare your list to **Careers Related to Children and Parenting** (p. 303) and add to your list as needed.

b. Choose a career from the list and explore it using **Career Exploration** (p. 304).

c. **FHA/HERO:** Sponsor a career panel and ask chapter members to represent various careers they have researched on the panel. Pose questions about each of the careers represented and ask panel members to answer them. Following the panel discussion, complete **Rewards and Challenges in Child-Related Careers** (p. 305).

d. **Action Project:** Shadow a person who holds a career in a field related to children or parenting. Keep a journal of your observations and write a summary of your experiences and whether or not you might be interested in pursuing this career.

e. As a summary activity to this module, revisit the continuum developed in Activity 1d of Process Module 3: Relating to Others. Consider what you have learned in this unit about the shared responsibility of families and society to nurture children. Add behaviors to your continuum that illustrate how parents can support the development of children related to this issue. Sample behaviors are listed below. Then list behaviors of parents that might constrain the development of children.

(1) Be aware of social issues affecting families
(2) Create a partnership between parent and teacher to help children succeed in school
(3) Get involved in public policy issues affecting families

Sharing Nurturing Between Families and Society

CONTENT MODULE 8

Assessment

Paper and Pencil

1. Write a paragraph explaining the interdependent relationship between families and society in sharing responsibility for children's needs.
2. Explain at least four ways that parents can support children in school success.
3. Given examples of policies affecting parenting, analyze the consequences of these policies on parents, children, and society.
4. Given examples of moral and ethical social issues concerning children and parents, analyze the consequences of these issues on families and society.
5. Identify at least four career opportunities involving care and nurturing of families and children.

Classroom Experiences

1. In cooperative groups, choose one of the systems that affect parents and their children. Make a poster presentation to the class about that system and lead a discussion on ways that system affects families.
2. In small groups, choose an example of a way that parents can exhibit the value of education and create a role play that depicts a parent in this way with a child.
3. Imagine that you are a parent of a school-aged child. Write an essay that describes an interaction between you and your child depicting your influence and support of your child's learning.
4. In cooperative learning groups, select an issue related to parenting and research specific laws and public policies related to the issue. Explain how the policies or laws related to this issue affect families and society. Analyze whether or not you think the policies and laws are good ones and whether or not you would try to change them. Present your findings to the class.
5. Draft a letter to a legislator concerning your views on proposed legislation affecting parents and children. Send the letters and share any response you get from legislators.
6. Choose a career related to children or parenting and research the career activities, qualifications, and rewards and challenges of that career.

Sharing Nurturing Between Families and Society

Application to Real-life Settings

1. Develop a display for parents that describes strategies for helping a child do well in school. Display at churches, day-care centers, grocery stores, children's shops, or other community facilities.

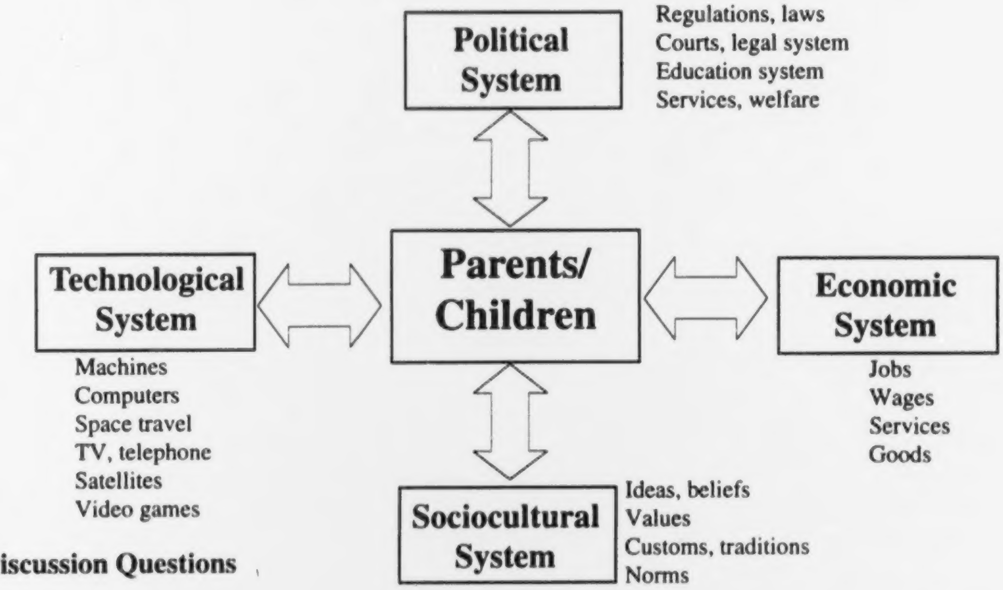
2. Research developments in educating children with a specific type of special need. Report your findings to the class, highlighting how parents of children with special needs should be involved in helping their child get appropriate educational experiences.

3. Call a legislation hotline and determine the status of legislation on an issue related to parents and children. Write your legislator about the proposed bill. Keep a record of the response you get from your legislator.

4. Write a referenced report on an issue affecting parents and children. Explore public policies related to the issue. Present your findings at a parents' meeting, a church group, a school assembly, or an FHA/HERO event. Plan to take action on the issue by presenting appropriate changes in policy at a local meeting such as a school board, city council, or commission meeting.

5. Shadow a person who holds a career in a field related to children or parenting. Keep a journal of your observations and write a summary of your experiences and whether or not you might be interested in pursuing this career.

Parents in Their Environment


Political System
Regulations, laws
Courts, legal system
Education system
Services, welfare
Technological System
Machines
Computers
Space travel
TV, telephone
Satellites
Video games
Parents/ Children
Economic System
Jobs
Wages
Services
Goods
Sociocultural System
Ideas, beliefs
Values
Customs, traditions
Norms

Discussion Questions

Political System

1. What are some things the government could do that would affect the family? (provide education, food stamps, welfare, pass laws, charge taxes, provide services, establish regulations, etc.)
2. What are some things families could do that could have an effect on the political system? (vote, run for office, serve on committees and boards, lobby for legislation, write letters, etc.)

Economic System

1. What are factors in the economic system that affect families? (plants close and jobs are lost, strikes, increase/decrease in inflation, interest rates rise/fall, new jobs are created, goods and services are available for consumption by families, workplaces provide child care, etc.)
2. What are ways the family could affect the economic system? (provide workers, save or spend money, boycott products, buy foreign/domestic goods, use services, consume goods and services, etc.)

Sociocultural System

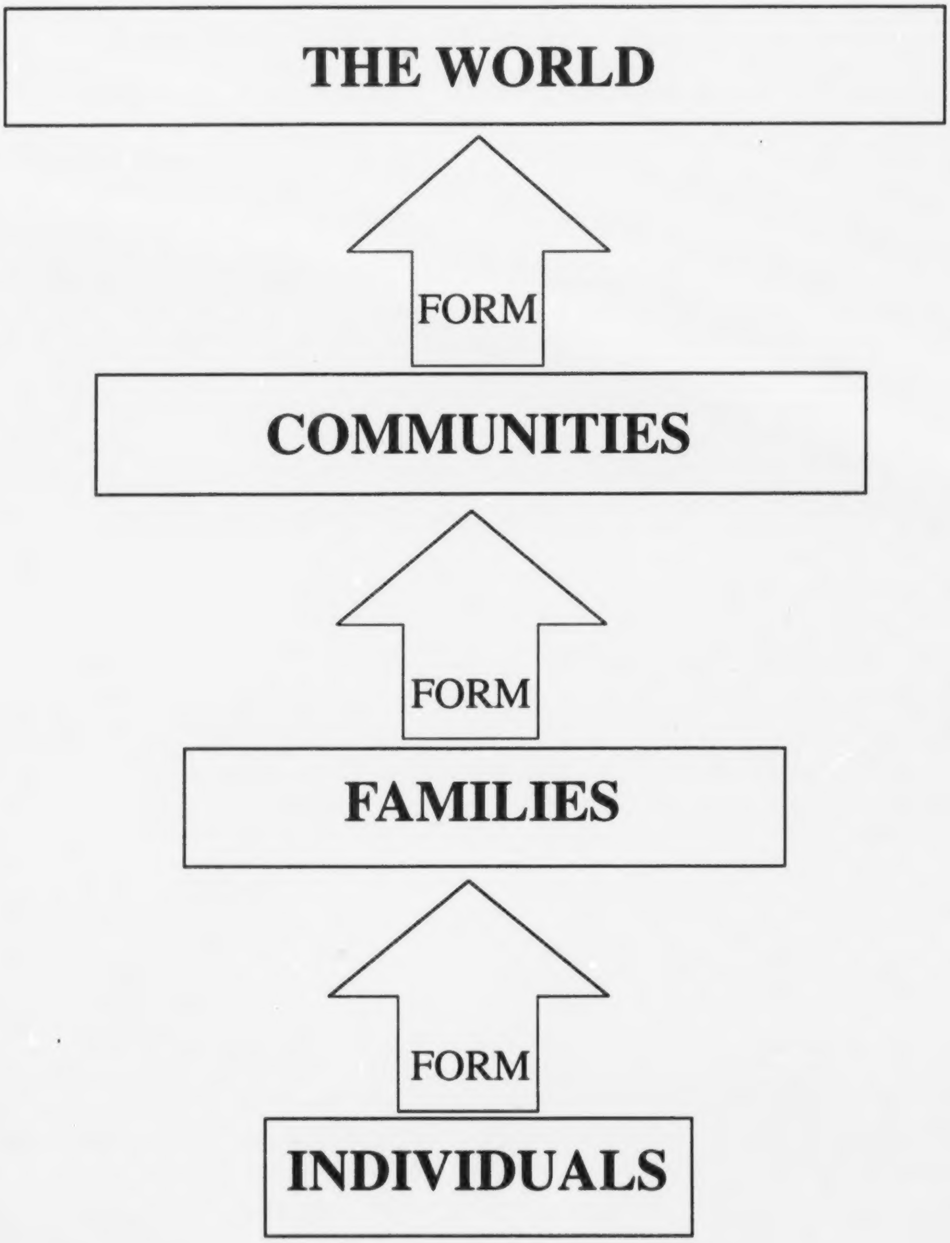
1. In what ways does our society/culture affect families? (holds values, beliefs and ideas that are transmitted to the family, passes along traditions, expects families to conform to the norms of the culture/society, etc.)
2. In what ways can and do families affect the society/culture in which they live? (Families, when taken together, make up the culture. What happens in families or does not happen there becomes the society/ culture of the future. Families rear children who will become the citizens of tomorrow. They teach children about the ideas, values, traditions, etc.)

Technological System

1. In what ways does technology affect families? (Machines, computers, TV, telephones, etc., are a part of almost every family's life. They reduce drudgery, provide transportation, information and time save; and they keep track of very large amounts of information about each of us.)
2. How can families take advantage of or affect the technological system? (Families can use or not use the technology available to them. They can make their wishes known about how intrusive technology should become in the lives of families. They provide workers, some of whom help invent new technologies.)

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Forming Our World


THE WORLD
FORM
COMMUNITIES
FORM
FAMILIES
FORM
INDIVIDUALS

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Forming Our World
Discussion Guide

In small groups, write responses to the questions below. There are no right or wrong answers.

What would be the effect on families? On our communities? Our country? On the world? If . . .

1. No families had children?
2. Most families had six to eight children?
3. No one thought learning to be good parents was important?
4. There were no laws?
5. All families were concerned about the kind of laws we have and worked to see that laws protecting families and children were enacted?
6. There were a world war?
7. Transportation means made it possible for families to travel from country to country quickly and easily?
8. No one believed that work and financial security were important to families?
9. Most families believed that personal pleasure and entertainment were the most important values?
10. Families valued guiding their children in such a way that they would develop to their fullest potential?
11. Large percentages of our children were nurtured by immature teens who did not have educational or job training?
12. High quality child care were provided for all working parents?
13. Families valued loving and caring relationships more than having lots of consumer goods?
14. Families taught children to conserve our natural resources?
15. There were no child abuse?
16. A large percentage of pregnant women abused drugs and alcohol?
17. All parents received training in how to be good parents?

Source: *West Virginia Parenting Education Curriculum.* Ripley, West Virginia: Curriculum Technology Resource Center, 1990.

Careers Related to Children and Parenting

Child care providers: Center-based teachers and administrators, family day care providers, nannies

Teachers: Early childhood educators, elementary and secondary teachers, school administrators, parent educators

Providers of materials, equipment, and books for children: Writers and illustrators of children's books, editors and writers of children's magazines, product designers and manufacturers, marketing analysts, advertisers, and retailers of children's products

Recreation specialists: Camp directors and counselors, community recreation leaders, coaches

Child and family health workers: Pediatricians, nurses, family counselors, dietitians, child psychologists, researchers

Social service workers: Social workers, social service administrators

Providers of entertainment for children: Children's television programmers and directors, managers of children's entertainment facilities, leaders and artists involved in children's theater and arts groups

Career Exploration

Choose a career and research the information below.

Title of Occupation:

Description of Duties Associated with the Occupation: ____________________

____

Description of Career Ladder (Entry-level job and progression of authority and responsibility):

____

Qualifications and Personal Characteristics Important to Occupation: ____________________

____

Education and Training Needed: ____________________

____

Average Salary for Occupation: ____________________

____

Typical Benefits: ____________________

____

Effect of This Occupation On Personal and Family Life: ____________________

____

Career Advantages: ____________________

____

Career Disadvantages: ____________________

____

Rewards and Challenges in Child-Related Careers

For each area of child-related careers listed below, write rewards of that career and challenges of that career to complete the information in the chart.

Career Area	Rewards	Challenges
Care of Children		
Education of Children		
Child Health		
Protective Services		
Entertainment		
Advertising, Marketing, Management		
Research and Consulting		
Self-Employment		